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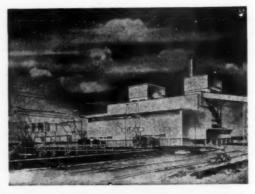
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School and Community

OFFICIAL PUBLICATION OF THE MISSOURI STATE TEACHERS ASSOCIATION

VOL. XXXV

DECEMBER, 1949

NO. 9

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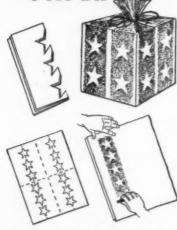
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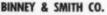


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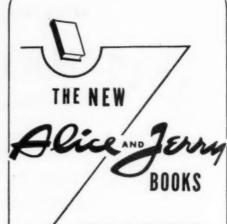


This project illustrates how to make rubbings. At the same time it is a useful, interesting project. To make pattern, use manila paper 12 x 18 or larger. Fold in half 3 times. Along last long fold draw two or three half stars or holly leaves and cut out. Open sheet and place on a pad of flat newspapers or use a smooth table top. Cover pattern with a sheet of thin white paper. Using the side of short pieces of "Crayola" (peel off paper wrapping), rub crayon up or down over wrapping paper. Cover all over with crayon

or create stripe effects by using different colors, Shifting the pattern, then rerubbing, creates interesting effects. Be sure to use "Crayola" as this crayon does not rub off.



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SCHOOL AND COMMUNITY

How to Improve High School Teaching

RALPH W. TYLER, Dean, Division of Social Sciences, University of Chicago as told to Corma Mowrey

Recognized goals, a greater variety of learning experiences, and better evaluation are needed

"High school teaching today is as good or better than it was in the past, but it can still be improved if we take advantage of all that is known about effective education," says Ralph W. Tyler, dean of the Division of Social Sciences, University of Chicago.

Dr. Tyler recently conducted a study of the achievement of students in present-day high schools in comparison with high school students of 20 to 30 years ago. A series of tests and examinations written by students of that period were gathered from more than 40 Ohio communities. These exercises were given to pupils in the same grades as those in which they had first been administered.

The results were startling to those who often speak of the "good old days" when high school students supposedly learned more than they do now. In no community did the average score of the present high

school students fall below the average of the students 20 to 30 years before. In 80 per cent of the cases, the average scores of the present high school students exceeded the averages of the earlier period.

"Teaching is expected to change the behavior of students," Dr. Tyler says. "Behavior in the broad sense includes thinking, feeling, acting. As a result of teaching, students are expected to have ideas they did not have before, skills they did not previously possess, interests broader and more mature than they have had, and ways of thinking that are more effective than those they previously used."

What Are Objectives?

One of the common weaknesses of high school teaching is the complete failure to set up objectives, according to Dr. Tyler. It is more essential to know what ends are to be reached than what content is to be



It takes courage to change practices.

covered and what devices are to be used. A teacher must ask: What does the student need? What kind of behavior changes should be made? After the desired behavior changes are determined, then the questions are: What are the ways by which these changes can be made? How can opportunities be given for practicing these

changes?

Teachers too often forget that it is the students' own energy and activity that brings about learning. Behavior is learned through practice under conditions which give meaning to it and which motivate the learner. Too common are schools which have set up objectives such as "skill in problem solving" or "appreciation of literature," and yet have provided no learning experience in which students could solve actual problems, no experience with literature which involves satisfactions and appreciations.

Dr. Tyler emphasizes the need for courage to change current practices in our high schools. High school learning experiences must relate to the objectives sought. What goes on in the classrooms must have meaning for students. Learning experiences must notivate students to carry them enthusiastically and actively. A student learns what he does, not what the teacher does.

To choose learning experiences that have real motivation for students requires a knowledge of the students, of their interests and concerns, and of the kinds of satisfactions they will get from various types of

activities.

What Is a Good Curriculum?

"There is also a distinct lack of variety of learning experiences," Dr. Tyler believes. Students now in high school include those with great verbal facility, those with limited verbal ability, and those between these extremes. Knowing how widely students vary, you would expect that diverse types of learning experiences would be used—verbal, pictorial, auditory, and direct experiences in the laboratory and in the community.

Dr. Tyler points out, however, that few high schools and few teachers actually provide a variety of learning experiences appropriate for the range of pupils involved. High schools are still advising students who are having difficulty to take more work in the shop, or permitting them to go listlessly and unprofitably through learning experiences that are primarily verbal.

A well-organized curriculum is one in which the various learning experiences reinforce one another so as to produce a maximum cumulative effect in promoting the

objectives of the school.

The high school curriculum frequently fails to provide an effective sequence of learning experiences that carries the student to a high level of achievement in the various fields. Many high school courses build upon no previous courses, nor are they followed by courses that develop more deeply and broadly the basic learnings begun earlier.

Evaluation Essential

Many teachers fail to see that evaluation is an integral part of teaching. Evaluation is necessary so that students will not be inadequately taught because teachers fail to judge in advance just what methods will be effective, and so that teachers may guide their own practices by a knowledge of success and failure.

Appraisal and evaluation must not be limited to a few of the more tangible results. A comprehensive evaluation would show to what degree the desired changes in behavior are actually taking place. This means finding out the changes in students' knowledge, skills, ways of thinking, interests, and attitudes, because these are major objectives. It means that teachers must not confine the testing of students to the information they recall and to specific subject skills they have developed.

The primary purpose of evaluation is to obtain results that can be used for more intelligent teaching. Dr. Tyler emphasizes the need for evaluation measures that will help a student to know how he is doing

and how he can do better.

Results of tests, examinations, observations, interviews, and other data on student progress are too often simply filed away.

"The American high school is the great contribution of the United States to education. The high school of today is better than that of the past, but there is still room for improvement. We have the opportunity to make better American high schools by improving high school teaching," concludes Dr. Tyler.

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Why Students Leave School

Findings indicate need for better records, more guidance and improved curricular offering

Out of the 1,700,000 students who entered high school in the 9th grade this fall, only about one-half will remain to graduate four years from now, according to a study published recently by the National Child Labor Committee under the title, "Early School Leavers—A Major Educational Problem," by Harold J. Dillon.

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The fact that our schools fail to hold such a large proportion of our young people is well known. Schools, parents, employers, social agencies, and law enforcement officials are all aware of it, but what is lacking is knowledge of why it is so and what can be done about it. The Committee, therefore, undertook a detailed study of a representative sampling of the young people in five communities, totaling 1,360 individuals, who had withdrawn voluntarily from school the previous year. Firsthand information was sought as to causes of school leaving, and the warning signs of vulnerability to school leaving, as a basis for determining what measures the schools might take to increase their holding power.

Sources Used in Study

The findings of the study are based on three sources of information: (1) all available facts from the school records of the young people studied; (2) a personal interview with each one to obtain, so far as possible, the real reasons which motivated him to leave school, his evaluation of his school experiences and his subsequent work history, and (3) appraisal of his characteristics by two or three teachers who knew him before he left school.

One of the first facts that came to light, according to the report, was the incompleteness of school records. "The only thing that could be found out for the total group of 1,360 school leavers," the report states, "was whether they were boys or girls. Pertinent facts which might indicate vulnerability to school leaving, such as family background, attendance and

scholarship records, intelligence, grade repetition, transfers, and participation in extracurricular activities were often missing."

Some Findings from School Records

The family backgrounds of the school leavers, on the basis of information obtainable from school records, showed nothing that might make them more likely to leave school than thousands of others who complete a full high school course, the report says. Findings on this point, as cited in the report, are that the proportion from broken homes was not abnormally high (71% lived with both parents as compared with the national U.S. Census figure of 81% for children 14 through 17 years of age); the school leavers were not handicapped by frequent changes of residence as 83% were born in the state where they went to school and 80% attended school in the same local school system from the first grade until they left; their parents, while not in the upper income groups, appeared to be typical of the average American wageearner.

What the school records showed about vulnerability to school leaving, according to the report, is that potential school leavers are characterized by regression in attendance and in scholarship as they advance in school, that the majority are grade repeaters, beginning in the elementary school in 70% of the cases, that they have frequent transfers (two-thirds had 3 or more transfers exclusive of normal progress transfers) and that not more than one-quarter participate in extracurricular activities.

The findings also reveal that the majority (54%) leave school at 16 years (another 26% at 17 years) and that the great majority leave prior to completing the 10th grade. Intelligence ratings from school records show 40% of the school leavers to be normal or above normal (I. Q.'s of 95 or over) and 60% to be below 95.

"It can legitimately be assumed," says the report, "that the 40% were educable in programs of secondary education as now constituted. Nearly one-fifth of them had I. Q.'s above 105 which is generally recognized as adequate for post-high school education." As for the 60% with more limited intelligence (no attempt was made in the study to evaluate the validity of test scores), the report points out that "In many school systems throughout the country, students in this intelligence range complete high school successfully as a result of curriculum adaptation and other measures which stimulate their interest and enable them to experience the satisfaction of achievement."

What the School Leavers Said .

Reasons given for school leaving, obtained from the school leavers by interviewers who asked them to give their reasons in order of importance, show that reasons relating to school were given as the primary cause by the largest group (70%) and economic reasons by the second largest group (21%), the report reveals. Reasons relating to school included such statements as "preferred work to school," (given by 36% or the largest single group), "was failing and did not want to repeat grade," "disliked certain teacher," "disliked certain subject," "not interested in school work," "could learn more out of school than in school.'

Most of the school leavers, according to the report, make their decisions to leave school and find their jobs without consulting anybody in school. Frequent comments were that "nobody in school was interested" in them and they had "nobody to turn to for advice or help." "From this it seems clear," says the report, "that the majority of school leavers go ahead on their own in taking this important step and that they do not think of the teacher or counselor as someone to turn to for help in making decisions. Regardless of who it is within the school who might be helpful to the individual, the fact that youth do not see the importance of discussing their problems with someone attached to the school staff before withdrawal from school is tragic and costly for them and for society. Another unfortunate fact is that teachers and counselors are frequently so overburdened with other and less important tasks that their knowledge of the individual student is too limited to enable them to give him any real help if he asked for it."

Among the jobs obtained by the school leavers when they first left school, sales and factory work predominated. Approximately one-third of them held three or more jobs during their first year out of school. Since approximately 95% of the youth obtained their jobs either by shopping around or through friends," the report comments, "the fact that so large a number had three or more jobs might point to lack of counsel in job selection as a factor in instability." About half regretted having left school and half did not. Their recommendations of changes that might have encouraged them to remain in school included curriculum adaptations, such as work experience programs and specific vocational instruction and more help on personal problems from teachers and counselors.

Recommendations

Specific recommendations, outlined and amplified in the final chapter of the report, are: "Establish a good record system, keep it up to date, and make use of it; Know the student as an individual; Obtain the student's confidence and give him some personal recognition; Recognize early signs of trouble; Begin counseling in the elementary school and have enough professionally trained counselors at all levels to advise with teachers, students and parents on individual student problems; Provide an educational program wherein the students can experience achievement; Demonstrate relationship between education and life; Extend social experiences to help overcome feelings of insecurity; Provide for above-average students whose below-average performance may indicate either need for program changes or help with personal problems; Develop parent interest in the school and cooperation with teachers and counselors; Secure public support of an adequate educational program.

Copies of "Early School Leavers" may be obtained from the National Child Labor Committee, 419 Fourth Avenue, New York 16, N. Y. (Price \$1.25 per copy.)

Officers Installed at the Annual Convention



W. VIRGIL CHEEK President



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Leonard Jones 2nd V.-Pres.



George D. Brantley 3rd V.-Pres.



Reuby S. Moore Chairman Ex. Com.



C. H. Lindemeyer V.-Chairman Ex. Com.



Carl Henderson Member Ex. Com.



Joe Herndon Member Ex. Com.



Harold E. Moore Member Ex. Com.

Delegates Adopt Resolutions

Missouri State Teachers Association, St. Louis, Nov. 2, 1949

I. Democracy

We affirm that the foundations of our American system of government are built on our free public schools and recognize that all schools have an obligation to teach the rights, privileges and responsibilities of living in a democracy. The Association urges all members of the profession to teach the superiority of the American way of life, founded as it is on the dignity and worth of the individual.

II. Communism

Members of the Communist Party should not be employed in the American schools. Such membership involves adherence to doctrines and discipline completely inconsistent with the principles of freedom on which American education depends. Such membership and the accompanying surrender of intellectual integrity render an individual unfit to discharge the duties of a teacher in this country.

III. National Security and International Relations

The international tensions which divide the world today do not appear likely to be significantly relaxed in the near future. In the face of this prospect, the national purpose must be to maintain the nation's strength while seeking ceaselessly to increase international amity and to help achieve a stable world order in which liberty and justice will prevail. To achieve this end the Missouri State Teachers Association recommends:

- (a) The acceptance by the profession of the responsibility to educate youth in international understanding.
- (b) Extending full support to the international program of UNESCO, the Missouri UNESCO Council, the World Organization of the Teaching Profession and to the exchange of teachers and students with foreign countries.
- (c) The recognition of the United Nations as the world organization designed to maintain peace and security.
- (d) The maintenance of preparedness adequate for our national security.
- We affirm that the public schools contribute to national security by the development of physical vigor, mental health, moral stamina, scientific knowledge, basic technical skills and the civic competency of our people.

IV. Education for Moral and Spiritual Values

The ills of society and the disorganization of many individual lives testify to the need for a clearer recognition of the moral and spiritual values that should guide human behavior. Because an individual's values are largely shaped by the experiences of his early years, and because the great majority of Americans spend a substantial portion of their childhood and youth in the public schools, it is clear that a major responsibility for the development of moral and spiritual values rests upon the schools. What the schools are now doing toward the fulfillment of this responsibility is inadequately appreciated. There is, moreover, an urgent need today for further improvement of school programs aimed at the development of moral and spiritual values. The whole program merits re-thinking, renewed emphasis, experimental innovation and broad-gauge evaluation.

V. Educational Welfare

The attainment for every boy and girl in Missouri of the educational services defined in A Satisfactory Program of Education for Missouri, is the long time objective of the Missouri State Teachers Association. As steps toward the attainment of this program we recommend:

- (a) That the people of the state continue to give serious attention to the reorganization of local school districts into larger administrative units with sufficient resources and pupils to provide economically adequate educational opportunities for all.
- (b) Continuing progress in raising of certification requirements with a minimum of four years of thorough cultural and professional training by 1954 and looking toward a minimum preparation of five years.
- (c) A basic minimum annual salary of at least \$2,400 for teachers with four year's professional preparation, with annual increments for additional experience and training. We endorse the following criteria for salary increases as recommended by the National Commission on Teacher Education and Professional Standards: annual salary increases should start with the second year of service; the increases should bring each teacher's salary to a level at least twice that of the initial salary within fifteen years; increases provided in the schedule for teachers with additional education and successful experience should be sufficient to bring the salary level to \$6,000 or more.
- (d) The admission of only those students with desirable personal traits and high scholastic abilities to teacher preparatory curricula.

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(e) Public and private scholarships to enable competent young people to enter the teaching profession.

(f) The establishment of Future Teachers of America chapters in institutions training teachers.

(g) Continued improvement of state and local retirement systems.

(h) Professional security through adequate provisions for tenure and sick leave.

VI. Finance

The cost of the Satisfactory Program of Education is in excess of Missouri's present expenditures for education. As practical steps toward the attainment of this program we again recommend:

(a) An additional appropriation for the public schools for 1949-51.

(b) The united effort of the profession to secure the passage in the November election in 1950 of Proposed Constitutional Amendment No. 1 to make possible the levying of taxes for current school purposes by majority vote.

(c) The assumption of the responsibility by the General Assembly for the financing of a minimum program of education or the submission by the General Assembly of a constitutional amendment guaranteeing a state school fund of \$60,000,000 annually.

(d) That the assessment of property for taxation purposes be improved.

The Missouri State Teachers Association reaffirms its belief in the necessity for a program of federal aid sufficient in amount to guarantee an adequate program of public education, and emphasizes its belief that federal participation should be channeled through the regularly constituted educational agencies in the several states.

VII. School Buildings

Tremendous need for school buildings has resulted from the inability to build during the war, the increasing population of school age, and school district reorganization. The Missouri State Teachers Association continues to recommend:

(a) A constitutional amendment increasing the bonding capacity of school districts from 5 to 10 per cent of their assessed valuations.

(b) State aid for school buildings from the general revenue.

(c) Federal aid for school buildings.

VIII. Professional Associations

(a) We believe that every teacher has a professional responsibility to hold membership in our local, state and national organizations.

(b) We recommend the development of strong unified local community associations.

IX. Division of Public Schools

The Missouri State Teachers Association commends the progressive leadership of the State Department of Education. We pledge our continued cooperation with the Commissioner of Education and the members of his staff.

X. 65th General Assembly

We express our appreciation to members of the 65th General Assembly for the enactment of progressive school legislation. We mention especially House Bill No. 69, relating to safety in school transportation; Senate Committee Substitute for House Bill No. 103, amending the teacher retirement law; and Senate Joint Resolution No. 3, submitting a constitutional amendment to the voters.

We request the appropriation of additional funds for the public schools for 1949-51.

The chairman of this Delegate Assembly shall send a telegram to the speaker of the House and another to the president of the Senate urging that they read these respective telegrams to the membership so as to inform them that the teachers of Missouri appreciate their splendid support of the measures which will greatly improve education for our boys and girls; that the delegates appreciate the determined stand of the Representatives in approving \$8,000,000 in additional funds for the schools, and that the delegates express the hope to the members of the Senate that the additional funds for schools as set forth in the Omnibus Bill will be approved.

XI. Vocational School

The Assembly of the Missouri State Teachers Association urges the passage of House Bill 189, an enabling act to establish a vocational school to be located in southeastern Missouri and to be under the supervision of an independent board of curators.

XII. House Bill No. 353

The Missouri State Teachers Association approves House Bill No. 353, now pending in the House of Representatives of the Missouri General Assembly, which bill in substance establishes the increase of retirement allowances according to its terms of all public school employees of the City of St. Louis who are members of the St. Louis Public School Retirement System and that the Missouri State Teachers Association pledges its support and lends its assistance wherever possible to the end that this bill might become law.

XIII. Appreciation

The Missouri State Teachers Association expresses its appreciation to the City of St. Louis for all the courtesies extended for the comfort and convenience of the membership

attending the Convention. Special thanks are given to the administration, faculty and pupils of the St. Louis Public Schools, to the St. Louis Board of Education and to the local committees in St. Louis for their careful attention to details looking toward the smooth running of the Convention, to the press and to the radio and to all persons

who in any way contributed to the success of this Convention. The Missouri State Teachers Association expresses appreciation to officers and committees and to the Executive Secretary and his staff for leadership throughout the year on behalf of public education in Missouri.

District Association Officers

The officers and executive committees for the district associations for 1949-50 as reported to your Association are as follows:

Kirksville District

Officers

President—Basil D. Murphy, Milan First Vice-President—Claude Brown, Troy Second Vice-President-Edna Seyb, Kahoka Secretary-Treasurer-Eli F. Mittler, Kirksville

Executive Committee

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Hugo Beck, Bayless Gladys Porter, Mehlvile Mamie Reed, Ladue Robert Russell, University City Stella Thompson, Ritenour Otis A. See, Jennings

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Bunker Hill Host to County Workshop

Greene County teachers combine fun and work at conservation workshop

SIXTY Green county teachers with a number of husbands, guests, speakers and necessary attendants with the genial County Superintendent of Schools, Paul Alan Hale, and the Conservation Educational Assistant for this district, the smiling, hardworking Clarence Billings, literally took or retook Bunker Hill by storm. Probably that word "retook" is wrong, maybe the British did not take this Bunker Hill. We did, however. We crowded around the accommodating and congenial M.S.T.A. host of the Hill, Glenn Swisher, so closely that he could see the whites of our eyes and he quickly placed the conveniences of the camp at our disposal. Furthermore, he proved to be a wonderful host, furnishing good entertainment, delightful food, and answered our many and varied questions with rare good humor and patience.

Possibly we had better start at the beginning. This was a Conservation Workshop for the rural teachers of Greene county and was planned by Mr. Billings and County Superintendent Paul Alan Hale.

The first day of the workshop was held in Greene county and included a visit to a farm, MFA Fertilizer Manufacturing Plant, Lime Plant, Quarry, and Sequiota Fish Hatchery.

With much hilarity the group embarked, by bus, at 10:00 a.m. the morning of September 16, for Bunker Hill. The first rendevouz was the Antlers Cafe in Mountain Grove. Here the group was joined by Mr. Kimmel, County Extension Agent of Wright County, and others interested in the program.

From Mountain Grove we followed Highway No. 60 to about one mile east of Mountain View, thence north on Highway No. 17 to Bunker Hill road. We arrived at the Hill early in the afternoon where Mr. Swisher very efficiently took charge and assigned cabins. He seemed to have been forewarned and forearmed. Among other

little details that he kept in mind in some unaccountable way was the fact that there was a honeymooning couple in the group. Maybe he had not been forewarned. At any rate he recognized them and they were shown to the Bridal Suite, the Honeymoon Cottage. In an increditably short time everyone was established at home in some cottage.

Fun and Learning

What an evening of fun and learning! What a night of fun sleeplessness! After the evening meal, served cafeteria style and was it good!, we assembled in the Shelter House of which the Greene county teachers can be justly proud, since it was the push of their contributions that made it possible. Here Mr. Billings, acting as Master of Ceremonies, introduced the speakers.

Jay Morrow, Assistant Director of the Conservation Commission, discussed the history, development and responsibilities of the present Conservation Commission.

This bluff, clothed in nature's raiment, reflects its beauty in the clear Jack's Fork River at Bunker Hill Ranch Resort. It will serve as a soundboard with good acoustics for the Ewers Outdoor Council Ring.



Gene Poirot, the Master Conservationist of Lawrence, held the group spellbound in his inimitable style. He gave us the overall picture and the wide aspects of conservation.

Last but not least, Leonard Rowe of the Conservation Department gave an interesting discussion and highlighted it by mimicing the calls of wild birds, animals and the common barn yard varieties. The way he can mimic, it would almost make one believe he was reared in the woods or in the barn yard. In any case he did an excellent job and we liked it, Leonard.

Following the talks a motion picture was shown the group, depicting the destructiveness of burning and the erosion that follows. After the picture, our smiling host, Glenn Swisher, came upon the scene with music. Seats were cleared away and young and old squaredanced until a late hour. It is hardly truthful to say that we all danced. The writer walked around a few times to the music and part of the time he was not walking on other people's toes. He enjoyed it immensely, however his partners groaned at times when the walking was on toes and when they were obliged to jerk him back in the right place, but it was fun! Did I mention the "old"? We had no such on this trip. One of the very young was Mrs. L. H. Coward, who has been connected with the schools for "three" or more years. She and the rest of us who began teaching at about the same time danced a wicked step to good music. The dancing stopped at about midnight and the happy group went to their separate cabins. Strange things will happen and it is remarkable how such a large group can all be of the same mind. Some thirty minutes after the camp became quiet every mother's son and daughter gathered around Honeymoon Cottage and the newly weds were awakened by fire crackers, tin pans and all the other hideous noises that some seventy happy people can invent. The happy couple, Mr. and Mrs. Laney, seemed to have expected something of this sort as they were prepared with the necessary treat and thereby escaped the cold waters of Jack's Fork River, which ran within a few yards of the cabin. They were excellent sports, and the group after due study and observation decided that they were starting out to be

good conservationists. Many happy years, Laney's.

At this late hour some of the more settled and sedate decided to retire. Agent Roehrs, Gene Poirot, the writer, and others feeling the need of a little refreshments, participated in the brewing of some excellent coffee. Agent Roehrs was elected the chief coffee-maker. Can that man make good gravel bar coffee! One whif would make the dead stir and bring the half-dead and the depressed to high spirits. After the coffee, Gene Poirot entertained with hunting stories. Among his many other accomplishments, he is a big game hunter and an entertainer.

Nature Walk

At six a.m., the record player started with the loud speaker. This was the signal for the group to assemble for a nature walk, directed by Clarence Billings. One hour later, we began breakfasting in relays. Breakfast never tasted better.

After the breakfast, we reassembled at the Shelter House and Mr. D. W. Frazier, Chief of the Educational Division, gave an interesting and instructive talk on "Teaching Conservation in the Elementary Schools." Claude Hibbard, elementary school supervisor, discussed "The Teacher Responsible for the Philosophy of Conservation."

We feel that we can go back to our schoolrooms better teachers and more appreciative of our great heritage, the natural resources. We feel that we have again had it brought home to us that the best teaching is by actual participation. We could not have obtained the results obtained within a classroom. Too, we feel very loyal to our own MSTA for maintaining such a grand place for teachers to gather and we bow our heads in thankful prayer for the far-seeing individual who gave Bunker Hill to us, the teachers of Missouri.

We hope there will be another time, with like weather, fun and education.— Anon.

We wish to express appreciation for contributions since the November issue. They are:

Randolph Co. Com. Teachers Ass'n \$28.00 Fulton Com. Teachers Ass'n 25.00 Columbia Com. Teachers Ass'n 44.70 Mober

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Moberly Com. Teachers Ass'n 61.00	To: Missouri State Teachers Association
Macon Co. Com. Teachers Ass'n 121.90	Educational and Recreational Center Committee
Meadville Public Schools 17.00	407 South 6th Street Columbia, Missouri
Linn Co. Com. Teachers Ass'n 118.00	Please find enclosed my contribution to
Scotland Co. Com. Teachers Ass'n. 53.50	hasten the development of Bunker Hill Ranch Resort.
Warren Co. Com. Teachers Ass'n 30.00	\$
Schuyler Co. Com. Teachers Ass'n . 21.00	Signed
Boone Co. Com. Teachers Ass'n 67.00	Address

County Superintendents Conference

UNIVERSITY OF MISSOURI, COLUMBIA, MISSOURI, DECEMBER 12, 1949



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John Dunn President

9:45 A.M.

Auditorium, Education Building, University of Missouri

John Dunn, President, Presiding

Invocation—Rev. C. E. Lemmon, Pastor, First Christian Church, Columbia

Music—University Madrigal Group under the direction of Mr. R. Oscar Clymer, assistant professor of voice, University of Missouri

Greetings: Dr. Thomas A. Brady, Vice-President, University of Missouri

Address: Dr. Loran G. Townsend, Dean, College of Education, University of Missouri

State Department of Education-

Hon. Hubert Wheeler, Commissioner of Education in charge

- 1. Classification of All Schools.
- 2. Results of Reorganization Program.

3. Improvements in Budgeting.

LUNCHEON

12:15 P.M.

Daniel Boone Hotel

Mrs. Alpha H. Lewis, Vice-President, Presiding

Invocation—Clyde S. Hamrick, Jefferson County Superintendent of Schools Special Music—Mrs. Everett Keith

Group Singing led by Alfred W. Bleckschmidt, Supervisor of Fine Arts, State Department of Education

Address—Dr. Homer Price Rainey, President, Stephens College, Columbia

BUSINESS SESSION

4:00 P.M.

Missouri State Teachers Association Building—Conference Room John Dunn, President, Presiding

SNACK TIME AND SOCIAL HOUR 6:00 P.M.

Missouri State Teachers Association

OFFICERS

President, John Dunn, Ava

First Vice-President, Mrs. Alpha H. Lewis, Columbia

Second Vice-President, Cecil W. Kuster,

Secretary, Mrs. Marion Lunsford, Albany Treasurer, J. Abner Beck, Charleston

OUR TEACHER POETS

THE LONELY

OH, LONELY THOSE who have no time Or desire to have a Christmas tree, But lonely more those who pass by And its gay beauty fail to see!

Oh, lonely those who claim no gift Which the boughs of such a tree caress, But lonely more those who can drift From Christmas to forgetfulness!

-VELMA E. ZIMMERMAN, Crystal City

WHEN TREES ARE RUSSET

HEN TREES are russet, I shall stand Upon a hill where sky and land Stretch limitless in golden sun, And cares will leave me, one by one.

When trees are russet, I shall walk
In sepia forests, without talk,
And hear the crispy, rustling, tart
Oak trees' counsel heart to heart.
—Beulah M. Huey, Lincoln

CHRISTMAS JOY

W HEN YULETIDE nears and friends we greet,

And round each fireside home folks meet, True Christmas joy is there expressed As families gather with their guests.

A festive note fills every room Flushed by warm poinsettia's bloom, And hidden sprigs of mistle-toe Where fun and laughter overflow.

At dinner time with quiet grace Each one finds appointed place With thankful heart for such repast And fellowships that truly last.

Then all the joys of Yuletide keep With kindred ties and friendships deep,— Hold fond memories that ever glow Like Christmas candles burning low.

For we shall find, though glad the day,— Old Father Time speeds on his way. It's well to heed both deed and song, 'Forget the false — Forgive the wrong.' For all too soon the old are gone,
And guests depart like fading dawn
No more to meet at Christmastide . . .
And memories only . . . shall abide.
—Alice Roop, Springfield

TABLEAU

KEEP THIS PICTURE carefully in your mind;
Boys and girls in unwavering line,
Overall clad and windblown pigtail,
On way to school with book and pail,
In this momentous hour hurrying to school
To romp, to play, to learn the golden

In unforeseen days this picture you will treasure,

For all the joys that were yours without measure;

Childhood's smile like blossoming spring Will create within your heart a song to sing.

In brief, too brief, we see come and go
The shifting scenes of this tableau.

—Samuel I. Richardson, Moberly

CHRISTMAS LAUGHTER HOUSE

KNOW A LITTLE OZARKS house Hid in a pine woods smother, And the festive air that wraps it round Makes it different from any other. There's a smear of sticky fingerprints And a cookie smudge on the curtain, But the dimpled hands that left them there Have been kissed and forgiven, I'm certain. For you see this little Ozarks house Is made for Christmas laughter, And you can hear it ringing far and wide From cellar way to rafter. The smell of Christmas spicy cakes From the kitchen is inviting, While the rosy bloom of a cheerful fire Its warmest glow is lighting. There is little room in this Laughter House For sadness or tears or sorrow, And I'm going to find the Christmas joy In that house again tomorrow! -MAE TRALLER, Lockwood

SCHOOL AND COMMUNITY

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A CHRISTMAS CANDLE

Across THE PLAINS and in the hills From many thousand window sills A small light gleams across the snow Yet leads by just its tiny glow.

It leads the wanderer back home, That boy or girl who left—alone; Its flicker says to many a lad "I soon will see my Mom and Dad."

To merry voices it will say, "Our Grandma is not far away, And Grandad, too, is waiting there For us to climb up in his chair."

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It's such a tiny candle light That beckons us this Christmas night, And yet it holds that love we know That love brought to us long ago.

When one small star gave out its light.

And led the travelers in the night.

That light was captured from above

And fills our hearts with His great love.

—HELEN KITCHELL EVANS, St. Clair

THE ART CLASS

THE CHILDREN went out on the hillside today,
Their crayons and tablets in hand,
And soon on his paper each student had drawn
His view of the sky and the land.

Some pictures were crudely and messily done,

Some drawn with meticulous care; The grasses, the leaves, the clouds, and the brook

In painstaking detail were there.

Others were drawn with a few strokes, and bold.

As a guide for the view to see

The grasses, and trees, the clouds, and the brooks

That were drawn in his own memory.

Though each student viewed the same hillside scene,

He drew as he only could see;

And the picture he drew, in its methods and view,

Was the student's own portrait to me.

—HARRY EZELL, North Kansas City

JOHNSON VS. JOHNSON

Sam Johnson once said to his Honey,
"I wonder what went with my money?"
His wife said, "'Tis plain,
You horrible thing,
Your pounds have all gone to your
tummy!"

—JACK J. McCubbin, Versailles



JOB'S COMPETITOR

THE FIRST GRADE teacher had struggled long

To teach the beginners a welcome song. Then she heard their numbers and kept them quiet;

At recess time she quelled a riot.

She dried the tears and pulled up the socks
Of a lad who was hit with some building

She answered questions, and watched them draw—

But she finally suffered the fatal straw. "When will we march?" demanded Ned;

Then he fell from his seat and bumped his head.

"As soon as it's time. Our reading is first."

And she knew that of bad days, this was the worst;

For he calmly rose from his nasty fall And commanded, "Well, Teacher, get on the ball."

-EVELYN DEVORE, Watson

Edward L. Thorndike

1874-1949

AN APPRECIATION

DR. THEO. W. H. IRION, University of Missouri

TO many of his friends and former students, the first reports of the death of Dr. Thorndike, on August 9th, came as a distinct shock. We had known that over a period of years he had been a cardiac invalid, but we also knew that he was taking this condition in stride and that he was carrying forward productive work in the field of psychology. It was not unusual to find articles by him in professional journals. They were in true Thorndike form and gave proof of such mental power that most of us discredited the seriousness of his illness. And again, one just did not associate illness with Dr. Thorndike.

What Thorndike meant to some of us professionally and personally, cannot be shared with the public. These things we shall always keep as rich personal possessions. It cannot be denied, however, that he had a great personal influence upon all with whom he associated. This cannot be stated better than by quoting the comments of the late Dean James E. Russell, which were made on the occasion of Thorndike's twenty-fifth anniversary as Professor of Teachers College, and repeated again in 1940. Said Dean Russell, "To me, however, it is Professor Thorndike's personality that makes the greatest appeal, a personality that most markedly differentiates him from men of small caliber and really constitutes his true greatness. Were he to lack this something which is so hard to define, he might have been both a clever and an efficient leader but lacking, nevertheless, in those qualities which endear him to his colleagues and make him a great teacher. It is his open-mindedness, his native honesty, his sympathetic understanding, his good judgment, his readiness to spend himself for others, his abounding good will and genial cooperation in every undertaking that have given him the place he holds in the affections of all who have had the good fortune to come under his influence."

In writing this appreciation it is very difficult to omit comment on his personality. We shall attempt to make our appraisal objective, as he would like to have us do. One outstanding personal characteristic, however, must receive attention. Fortunately, it lends itself to objective treatment. He was a most prodigious, creative genius. His published works alone testify to this fact, apart from his teaching and research, his work on commissions and committees, his engagements to speak before learned societies, his contributions during World War I. A complete bibliography of his published works from 1898 to May, 1940, inclusive, contains 441 items. More than ten per year over a period of more than forty years. A hasty check on this bibliography indicates that he wrote at least fifty volumes-more than one book a year. That does not include translations of some of his works into German and Russian and other foreign languages. Impressive though such an annual output of work is, the sustained rate and quality of output over such a long period of years is even more remarkable. After May, 1940, he continued to produce at a rate far beyond that of most vigorous and healthy men. His latest book, Selected Writings from a Connectionist's Psychology (1949), just off the press, is more than a mere compilation of previously published articles. The organization of the materials, the interpretative comments, the vigorous delineation of a system of psychology, all reveal a mental power and clarity of unusual quality. His great capacity for productive work was the despair of his younger colleagues and of many of his advanced students who attempted to keep

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his pace. Always in the van of psychological inquiry, it required several years for his major published works to receive full recognition.

The criteria by which one seeks to make a just appraisal of a scientist are not well defined. Too frequently a man's stature as a scientist is determined by the extent to which his work can be used in daily life. And yet, by almost any standard one wishes to employ, Thorndike must be listed among America's truly great men of science. He was of that mental make-up which made science a natural medium for the exercise of his genius. Speaking of Thorndike on one occasion, the late J. Mc-Keen Cattell said, "William James once said to me that Edward Thorndike, more than any other whom he knew, had the quality most essential to a scientific man or an artist, which he explained was the ability to see things apart from acquired perspective and personal reference." This is all the more significant when one realizes that James was well acquainted with a host of the most outstanding scholars of the world. It was, to many of us, a great inspiration to see Thorndike at work. His ability to formulate and analyze a problem, his great ingenuity in working out experimental procedures and techniques, the startling daring and originality of his inquiries, all these testified to his genius as a scientist.

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If one essays to appraise Thorndike's greatness in science he must evaluate his contributions to psychology, the science to which he devoted his energies. That is a task which one may expect to see accomplished within the next ten years. It certainly cannot be done in a paragraph or two in this brief statement. A few general facts may here be given by way of suggestion.

At a time when functional psychology was in the feeble stages of its beginnings. Thorndike organized courageously and with considerable completeness a whole system of psychology of a dynamic and functional nature. While the usual general psychology textbook of that time did not carry a single chapter on learning, that term not even occurring in the topical index pages of most of them, he boldly made learning the chief concern of his researches.

A few decades later, learning became a central theme in general psychology, though, due to Thorndike, it had long since become the comprehensive concept of educational psychology. This position it will also finally attain in a fully developed functional general psychology. His doctoral dissertation on Animal Intelligence marked the beginning of experimental animal psychology and gave impetus to the development of the science of comparative psychology. At the time when futile efforts were made to apply the principles of structural psychology to education, he created a workable educational psychology. I believe that there can be no gainsaying the position which some of us have taken that he, in fact, is the founder of the science of educational psychology. To create that science, he at first had to build up a system of basic general psychology. Without that, Educational Psychology would not have been possible. In his Elements of Psychology (1905) he treats structural, physiological, and dynamic psychology in separate Parts, putting the emphasis on what he calls dynamic psychology. The confusions and blurrings of earlier and contemporary texts are thus avoided and one sees emerging a definite functional psychology. Throughout Part III of this book, Thorndike emphasizes connections and connection making. Here are found the fundamental principles which in their fully developed form appear again, much later as Connectionism in his Fundamentals of Learning and in his Selected Writings from a Connectionist's Psychology. His contributions to the psychology of learning have been profound and lasting. Says Hilgard, "For nearly half a century one learning theory has dominated all others in America, despite numerous attacks upon it and the rise of its many rivals. That influential one is the theory of Edward L. Thorndike, first announced in his Animal Intelligence (1898)."

There are many other areas of psychology in which Thorndike did pioneer work. In the field of psychological techniques, in differential psychology of wants, interests, and attitudes, in the area of adult psychology, in all these and others he made distinctive contributions and laid down foundations for the development of an American psychology.

The readers of this article will, however,

be most interested in learning of his influence on American education. Here again, one is at a loss to know how to enumerate simply and briefly his many contributions. It is safe to say, however, that during the last fifty years his impact on American education has been greater than that of any other person, save probably that of John Dewey. In fact, the lasting contributions of these two, each using his own distinctive approach, are of such a complementary nature that one cannot discriminate sharply between them. Though not recognized by many teachers, yet thousands of them are following practices and are adopting attitudes toward their work which stem directly from Thorndike. When one looks over his numerous reported studies, many of them worked out in collaboration with others, he finds it difficult to name one phase or aspect of education which has not felt his influence. At the time when psychology for teachers was wrestling with complicated and confusing verbiage, when pedagogy was struggling along with a greatly worked-over and overworked Herbartianism of the most formal type, when the formal disciplinary concept of education dominated the selection of the content of education as well as the selection of classroom procedures, Thorndike sent strong fresh currents of objectively established facts and principles from his emerging and growing psychology into this educational stagnation. Without this basic science of education, teaching could not have developed into a profession.

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When at the close of this century, the historian of education undertakes to write the history of American Education during the twentieth century, he will be impressed with the overshadowing figure of Dr. Edward L. Thorndike as the great scientific and psychological leader from 1900 to 1950, who set the patterns and trends of educational development for America for generations to come, who inspired psychology and psychologists with a zeal to create a vital, functional science which does not hesitate to spend itself in the attempt to create "the good life for good people" everywhere.

PLAN \$750,000 P. T. A. BUILDING



Mrs. John E. Hayes, president, and Mrs. Edgar F. Dixon, secretary, sign papers for location of new headquarters of National Congress of Parents and Teachers in Chicago.

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SECRETARY'S PAGE

STATE MEETING

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The recent meeting was the largest in the history of the Association and judging from comments received, perhaps the best one.

The following wire received from an influential lay organization having 126,000 members speaks for itself:

SJ 34 S.C.MAo85 PD-Columbia, Mo. 3 121 P November 3, 1949 1:30 P.M.

Everett Keith, Executive Secretary
Missouri State Teachers Assn. Kiel Auditorium St. L.—

"The Missouri Farmers Association sends its best wishes to the Missouri State Téachers Association and hopes you will have a successful convention. Officers and members of our Association realize the valuable contribution the teachers of our schools make to our state and we deeply appreciate their faithful and untiring service."

> F. V. Heinkel, President, Missouri Farmers Association

The next annual meeting will be in Kansas City, November 15-17, 1950.

UNDETERMINED

As this is written, the General Assembly has not acted on the Omnibus Bill and the Supreme Court has not ruled on the fire insurance fines case.

AMENDMENT NO. 1

A joint meeting of the Executive, Legislative and Public Relations Committees is scheduled for Saturday, December 17, to initiate plans looking toward the campaign for the adoption of Proposed Amendment No. 1 at the election in November 1950.

Although it is too early to start a publicity campaign, it is not too early to properly inform influential individuals and groups as to its significance. For use in this respect the Association has made available the pamphlet entitled, "For Better Schools Know About Proposed Constitutional Amendment No. 1." Copies are available in any number. A third printing has already been made.

All the time and effort in getting this Amendment on the ballot will go for naught unless it is approved by the voters. The Legislative Committee last year designated it as a major objective for the 65th



SEASON'S GREETINGS

The Staff at Headquarters wishes for you and yours a most enjoyable Christmas and a New Year filled with happiness and success.



General Assembly. The proposal was drawn by the Staff before the Assembly convened and good sponsorship was secured early in the session, including the Chairman of the Appropriations Committee, the Chairman of the Education Committee and the Chairman of the Public Health and Welfare Committee. Real opposition was encountered, especially in the Senate. The passage of the proposal (S. J. R. No. 3) by the House in the final hours before recessing for the summer, assured its being on the ballot in November 1950. Although it was amended, the effectiveness of the proposal was in no way impaired.

It is imperative that all teachers become thoroughly informed. Every member of the professional group now has his opportunity and his responsibility.

The Missouri Congress of Parents and Teachers, with its 163,963 members, is actively supporting Amendment No. 1 and this should be directed to the attention of local units.

Community Associations should get ready for action. Let us know the number of copies of the pamphlet that will be help-

A Program for Use of

Instructional Materials in Arithmetic

FOSTER E. GROSSNICKLE, Professor of Mathematics, New Jersey State Teachers College, Jersey City, N. J.

INSTRUCTIONAL materials in arithmetic are real contributions to the learning of number. These instructional materials may be classified as manipulative, audio-visual, and verbal. Manipulative materials are devices which the learner can see, touch, move, and manipulate. Audio-visual materials include filmstrips, pictures, charts, and posters. Present limitation of space does not permit discussion of the role of audio-visual materials. Verbal materials, so called for the want of a better name, are text and workbook materials.

The average teacher of arithmetic deals exclusively with the text and workbook type of instructional materials. Since number is abstract and since textbooks and workbooks are the abstract classes of instructional materials, it follows that textbook and workbook materials are more difficult to comprehend than either manipulative or audio-visual type of instructional materials. A successful program in the use of instructional materials in arithmetic begins with concrete, manipulative materials and progresses to the use and interpretation of text and workbook materials.

It is necessary to understand the function of the classroom before it is possible to show the use of instructional materials in arithmetic. It is not possible to have an effective program for teaching arithmetic when the classroom is considered as a place for a "recitation" where the subject is learned by rote. The classroom must be a laboratory where the pupil is able to discover principles or facts just as he does in a science laboratory. Arithmetic is a science which requires the use of laboratory material just as does physics.

Steps In the Learning of Number

It is not possible to evaluate the role of instructional materials in a program for teaching arithmetic until the steps in the learning process are known. Assuming that the pupil is ready and has a purpose for learning a topic, there are three different stages in the learning process in arithmetic. These stages are:

- 1. Period of discovery
 - a. Exploratoryb. Developmental
 - (1) Class demonstration (2) Pupil discovery for himself
- 2. Verbalization of a process
 3. Performance at an adult level.

The Period of Discovery

The period of discovery consists of two parts or phases which may be designated exploratory and developmental. In the explora meth "rour In th cover for p case, mater cover

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ploratory phase, a pupil may discover a method of solving a problem which is a "roundabout" or a circuitous procedure. In the developmental phase, the pupil discovers for himself the most economical way for performing a given operation. In each case, it is desirable to have manipulative materials to help him to make the dis-

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The two phases of discovery may be illustrated by the solution to the following problem: Two boys are to divide 32 cents equally. How much will each boy receive? If the pupil knows how to perform conventional division, he may find the answer in the manner shown. This proce-

dure is known as the algorism and it is the most efficient way known 2) to find the solution. Naturally, a pupil will not discover a mature 19 method of operation of this kind. He should be able, however, to

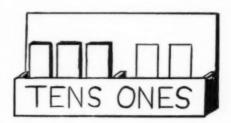
solve the problem on a lower level of abstractness. He may form two piles of coins by putting a penny in one pile and then one in the other pile until the 32 pennies are distributed equally between the two piles. If the money is represented as three dimes and two pennies, he may put a dime in each pile, change the third dime to pennies and then divide the pennies. In the exploratory phase of discovery the pupil uses coins or markers, such as cards or splints, to represent the amount to be divided. If the pupil has such an understanding of the context of the problem, he is able to discover a way to find the answer. The procedure may not be economical from the standpoint of time but it shows that the process is understood.

The developmental phase of discovery consists in having the pupil learn or discover the conventional method for performing a given process. Many teachers show the pupil how to do an algorism but he does not understand it. Then he imitates the process without discovering its meaning. In this way, if memory fails, the pupil has nothing to fall back upon. Herein lies one of the basic weaknesses of the drill theory. A developmental discovery period should provide for a class demonstration and a period for individual dis-

covery.

A class demonstration performs the same function in arithmetic as it does in science.

In each case, the demonstration gives the pupil the pattern of activity to follow so that he may discover for himself a particular fact or a principle. Laboratory materials are essential for a demonstration in both arithmetic and science. A place value pocket as shown below is one of the most effective pieces of equipment to demon-



strate the meaning of the division process for the given problem. The 32 is represented by 3 bundles of ten tickets each and 2 more tickets. The bundles of tens are properly placed in the tens pocket. The 2 loose tickets are put in the ones pocket. The teacher or the pupil who performs the class demonstration divides 2 of the 3 bundles of ten tickets into two piles. Next he changes the remaining bundle of ten into 10 · loose tickets or 10 ones by taking off the rubber band which holds the tickets together as a bundle of tens.

The 10 ones are now combined with the 2 ones and the 12 ones are divided into two piles of 6 in each pile. The demonstrator now discovers the answer to be 1 ten and 6 ones, or 16. He also discovers something about re-grouping, a principle which he will use with much of his arithmetic.

The class demonstration shows how to divide 32 into two equal parts by using concrete or semi-concrete material in a manner which parallels the procedure used in the algorism. The pupil may not understand the demonstration until he discovers for himself the necessity for transforming tens to ones in order to complete the solu-He must, therefore, have a period for self-discovery of the process. He should perform the experiment for himself with coins, tickets, disks, or markers until he sees the pattern for the solution. Not only should he divide 32 into two equal parts

with these materials, but also he should divide such numbers as 36, 52, 56, and similar amounts into two equal parts by use of these materials. He should continue this period of self-discovery until he develops the necessary insight into the method of procedure, so that he is able to generalize about the process and give a meaningful solution to an example by use of symbols without objective sensory aids. The number of examples the pupil has to objectify depends upon his ability to generalize and to work with symbols. This fact is in harmony with the theory of individual differences. A teacher who uses manipulative materials adjusts the program of instruction to fit individual needs in learning. Without the use of objective materials, the teacher has to present a new topic or process with symbols which are abstract and difficult to understand. In that case, the only avenue of learning for many pupils consists in imitating a model solution and then relying on drill for retention of a meaningless procedure.

Verbalization of a Process

After the pupil uses manipulative materials in the period of developmental discovery, he should be able to verbalize about the solution. In the division example, he should state that when a ten cannot be divided as a ten, it is necessary to change the ten to ten ones and then the ones are divided. The answer then contains tens and ones. The ability to make a verbal statement about an operation in arithmetic represents the second step in the learning process.

As soon as the pupil discovers the procedure for division with objects or things, he is ready to operate with symbols. Now he learns the algorism most efficient for performing a given process. The symbolic representation of the example on the right is the written record of the experience the pupil had with objective materials.

Performance at an Adult Level

The third level of learning consists in operating at an adult level of performance. It is at this point that verbal materials are effective. Since the pupil objectified the solution, generalized about it, and made



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a record of the experience, he now studies the development in the textbook. The pupil can now read with intelligence and with understanding what his textbook has to offer on the subject because he takes to his textbook and to the reading a meaningful number experience. His textbook tells him the "story" and helps him organize his thinking concerning the algorism he has discovered. Now he drills to achieve a mastery which represents an adult level of performance. There is, therefore, a vital place for drill or practice in a meaningful program in arithmetic.

Just as drill is essential in a meaningful program, so verbal materials as given in textbooks and workbooks are an integral part of this program. Verbal materials are symbolic, hence they are necessarily abstract. The ultimate goal of all instruction is to be able to interpret the printed page correctly. The teacher who enriches the pupil's experience so that he is able to understand the meaning of verbal statements provides the necessary background for successful work in number. It is evident that the amount of concrete or manipulative material may decrease as the pupil develops insight into number.

From the above discussion it is seen that an adequate program for teaching arithmetic demands the use of instructional materials which are manipulative, visual, and verbal. The teacher should not be required to choose between one kind and another kind. His choice should be in the integrating and in the use he makes of all three classes of materials. Each type of material has a particular function to perform in the classroom. A modern program in arithmetic, therefore, employs a variety of instructional materials to be used in a learning process which begins with real experiences and culminates in mathematical abstractions.

SCHOOL AND COMMUNITY

Missouri State Teachers Assn. Financial Statements

EXHIBIT "A"	EXI
BALANCE SHEET AS AT JUNE 30, 1949	OPERATING STATES
ACCUMO	ENDED
CURRENT ASSETS: Cash on Hand and in Banks	Gross Sales - Books Less: Returns and
in Banks \$ 61,111.06	Less: Returns and
Accounts Receivable:	Allowances
Reading Circle \$20,479.36	Net Book Sales
School and	
Community 214.99 Checks and	COST OF BOOKS SOL
Warrants-	July 1, 1948
Association 98.00	July 1, 1948 Books Purchased .
Checks and Warrants—	
Reading	Less: Inventory-
Circle 1,701.10	June 30, 1949
\$22,493.45	Net Income from
Less: Reserve for Bad Checks	
and Accounts 2,831.12	MEMBERSHIP DUES:
Total Receivables 19,662.33	Less: Community
Inventory of Books (Not	Association Refunds \$
Books (Not	District Association
Consigned) 2,223.20	Refunds
U.S. Savings Bonds-	Net Income from
INVESTMENTS: U.S. Savings Bonds— Series "G" 150,000.00	
Total Current Assets \$999 606 50	ADVERTISING SOLD
FIXED ASSETS: Real Estate—	THE PERSON NAMED IN COLUMN
Land \$ 11,915.50	OTHER INCOME:
Real estate—	Interest on Bonds
Buildings \$59,347,67	Rent Income
Less: Reserve for Depreciation 23,174.67 36,173.00	Future Teachers
	of America
Furniture and Fixtures \$15,409.66	Insurance Commissions
Less: Reserve for	Exhibits—State
Depreciation 12,080,48 3,329.18	Meeting
Delivery Truck \$ 467.68	Group Insurance
Less: Reserve for Depreciation 466.68 1.00	Service Fees Group Insurance
Total Fixed Assets 51,418.68	Contract
DEFERRED CHARGES:	Commissions
Supplies Purchased	Miscellaneous Income
in Advance	Addressing
Total Assets \$284,868.04	Service
LIABILITIES	Total Other Incom
CURRENT LIABILITIES:	Total Gross Income
Payable_Trade \$ 9 240 09	Less: Operating
Accrued Missouri	Expenses as per Exhibit "C"
Sales Tax 1.15	
and Social	Net Operating Prof
Security Taxes 559.14	
and Social Security Taxes . 559.14 Accrued Expenses 675.00	ADDITIONS TO RESE
Membership Dues (1949-1950) Paid	Reserve for
in Advance 936.00	Retirement Fund
Total Current Liabilities \$ 4,512,22	Reserve for Depreciation—
FIXED LIABILITIES:	Buildings
Life Memberships 1,550.00	Reserve for
RETIREMENT RESERVE 1,609.92 OTHER RESERVES:	Depreciation— Equipment
OTHER RESERVES: Reserve for	Reserve for Bad Checks—
attorney fees \$ 500.00	Bad Checks-
Reserve for Constitutional	Enrollment Reserve for
Amendment	Attorney Fees
Campaign 3,000.00	Reserve for Constitutional
Reserve for Insurance 1,100,00	Constitutional Amendment
Reserve for	Campaign
Publication	Reserve for
of Book 5,000.00 Reserve for	Insurance Reserve for
Repairs and	Publication
Replacements 750,00	or Book
Total Other Reserves 10,350,00	Reserve for
NET WORTH:	Replacements and Repairs
Balance— June 30, 1949	Total Additions to
Total Liabilities and Net Worth \$284,868.04	Net Profit for the P
	and a some ton sine I

	EXHIBIT	"B"	
OPERATING	STATEMENT ENDED JUNE		YEA

Gross Sales— Books Less: Returns and	\$270,016.55	
Allowances	4,127.19	
Net Book Sales		\$265,889.36
COST OF BOOKS SOLD:		
Tarentory and the		

July 1, 1948 Books Purchased .	\$ 1,618.86 207,468.86	
Less: Inventory-	\$209,087.72	
June 30, 1949	2,223.20	206,864.52
Net Income from Book	Sales	\$ 59,024.84

MEMBERSHIP DUES:	8	48,450,00	
Less: Community Association Refunds \$ 4,602.00 District Association			
Refunds 11,630,00		16,232.00	
Net Income from Member	sh	ips	32,218,00

OTHER INCOME:		
Interest on Bonds	\$ 3,750.00	
Rent Income Future Teachers	1,080.00	
of America	338.95	
Insurance Commissions	76.76	
Exhibits—State Meeting	2,759.90	
Group Insurance		
Service Fees	960.00	
Group Insurance Contract		
Commissions Miscellaneous	7,740.21	
Income	80.60	
Addressing Service	899.86	
Total Other Income		17,686.28
	- Contract C	The second second

Total Gross Income			\$126,399.83
Less: Operating Expenses as per Exhibit "C"			110,463.65
Net Operating Profit			\$ 15,936.18
ADDITIONS TO RESERVES			
Reserve for			
Retirement Fund Reserve for	\$	1,250.00	
Depreciation-			
Buildings Reserve for		1,186.95	
Depreciation—			
Equipment		770.48	
Reserve for		110,20	
Bad Checks-			
Enrollment		98,00	
Reserve for			
Attorney Fees		500.00	
Reserve for Constitutional			
Amendment			
Campaign	, 1	3,000,00	
Reserve for Insurance	,	1,100.00	
Reserve for	,	1,200,00	
Publication			
of Book	-	5,000,00	
Reserve for		,	
Replacements			
and Repairs	_	750.00	
Total Additions to Reserve			13,655.43
Net Profit for the Period			\$ 2,280.75
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EXHIBIT "C"
OPERATING EXPENSES FOR THE FISCAL YEAR ENDED JUNE 30, 1940

	Reading Circle	Associa-	School And Communit	y Total	Reading Circle	Associa- tion	School And Community	
Salaries and					Public Relations Comm.	1,943.78	3	1,943.
Wages Postage	\$14,694.04 5,467.14	\$20,467.75 1,268.03	\$10,211.56 795.37	\$45,373.35 7,530.56	Public Relations Expense Legislative	1,222,84	1	1,222.8
Printing and Paper	1,809.57	484.31	11,122.61	13,416.49	Committee Policy and Plans	3,003.91		3,008.8
Stationery and Office Suppli		881.38	552.39	2,385.09	Committee Resolutions	3,028.40		3,028.4
Executive Committee		2,977.50		2,977.50	Committee	321.06		321.0
Reading Circle Board	50.04			50.04	Committee on Salaries and Tenure	133.40	1	133.4
Insurance Exchange and	184.14	144,25	75.00	403.39	Classroom Teachers Committee on	1,504.93	1	1,504.9
Bank Service Charge	174.80	193.06		367,86	Sources of School Revenue	93.78		93.7
Freight and Drayage	342.25			342,25	Bunker Hill Ranch Resort	3,639.82		3,639,8
Janitor Service and Supplies Fuel		822.60 219.39		2,022,60 519,39	Film—Education for Democracy	724.20		724.2
Light and Water	150.00	175.01		425.01	Engraving and Art Work		245.03	245.0
Telephone and		1.421.02		2.021.02	Enrolling Campaign	186.31		186.3
Telegraph Taxes	250.00 650.00	747.25	350.00	1,747.25	N.E.A. Headquarters Other Organizations	170.12 364.00		170.1 398.0
Auditing Exp. E. M. Carter	100.00	100.00		250,00	President's Expense Repairs and	274.91		274.9
Memorial State Meeting-	_	100,00		100.00	Replacements 234.50	233,99 89,80		578.4 280.8
Program Ta		5,251.67		5,251.67	Unclassified			
Program Ex State Meeting-	pense	2,322.34		2,322.34	Expense 60.00 Attorney's Fees	73.86 132.15		173.8 132.1
Department Traveling		521.21		521.21	Retirement Committee Total to	188.03		188.0
Expense Committee on Professional		3,359.22	754.01	4,113.23	Exhibit "B" \$26,105.30 \$	58,855.88	\$25,502,47 \$1	0,463.6
Standards and Ethics		70.58		70.58				

EXHIBIT "D"

CASH DISBURSEMENTS FOR THE PERIOD FROM JULY 1, 1948 TO JUNE 30, 1949

Account	Amount	Committee on Sources of School Revenue	93.78
Salaries and Wages Bad Checks Charged Back Postage Printing and Paper Stationery and Office Supplies Engraving and Art Work Travel Expense Books Purchased Insurance Freight and Drayage Repairs and Replacements Sales Tax Paid	\$ 44,677.73	Committee on Professional Standards	70 TO
Bad Checks Charged Back	4,763.52	and Ethics	70.58
Postage	7,542,51	Enrollment Campaign	186.31
Printing and Paper	12,148.61	ruel	519,39
Stationery and Office Supplies	2,385.09	Taxes District Association Refunds Community Association Refunds Resolutions Committee	1,319.16
Engraving and Art Work	245.03	District Association Refunds	10,759.00
Travel Expense	4,113.23	Community Association Refunds	4,602.00
Books Purchased	206,335,62	Resolutions Committee	321.06
Insurance	433.91	Resolutions Committee Public Relations Committee Film Department Expense Paul Whiteman Orchestra Expense Attorney Fees Missery School Administrators	1,943,78
Freight and Dravage	342.25	Film	724.20
Repairs and Replacements	578.49	Department Expense	521,21
Sales Tax Paid	9.92	Paul Whiteman Orchestra Expense	212.60
Exchange and Bank Service Charges	367.86	Attorney Fees	132.15
Cash Refunds	1.018 50	Missouri School Administrators	
Deferred Charges and Accrued Items	6.834.77	E. M. Carter Memorial	100.00
		Total Disbursements	\$370,686,68
Reserve for Withholding Tax	3,908.27	Total Dispursements	\$010,000,00
Reserve for Social Security Tax	729.74		
Reserve for Unemployment			
Compensation Tax	90.27	EXHIBIT "E"	
Reading Circle Board Reserve for Withholding Tax Reserve for Social Security Tax Reserve for Unemployment Compensation Tax Truck Expense Janitor Supplies Unclassified Expense Light and Water Telephone and Telegraph N.E.A. Headquarters Public Relations Expense Auditing	322.13	CASH RECEIPTS FOR THE PERIOR	FROM
Janitor Supplies	279.37	JULY 1, 1948 TO JUNE 30, 196	
Unclassified Expense	173.86	Account Amoun	
Light and Water	425.01	Collection on Accounts	
Telephone and Telegraph	2.023.27	from Book Sales \$268,188.2	8
N.E.A. Headquarters	263.07	Collection on Accounts—	
Public Relations Expense	1,222.84	Collection on Accounts	2
Auditing	250.00	Membership Dues-1948-1949 47.276.0	0
Patinamant Pasance	1.790.75	Membership Dues-1949-1950 936.0	0
Other Organizations	398.00	Rad Checks Redeemed 5.410.9	0
Program Talent	6.500.12	Interest on Ronds 2.750.0)
Program Exponso	1.892.05	Group Insurance—Service Fees 960.0)
President's Evpense	274.91		
Other Organizations Program Talent Program Expense President's Expense Classroom Teachers Salary and Tenure Committee	1.514.87	Contract Commissions 7 740 2	1
Salary and Tenure Committee	133.40	Exhibits at State Meeting 2.759.9	5
Bunker Hill Ranch Resort	1,239.82	Insurance Commissions 76.7	8
Retirement Committee	188.03	Addressing Service 800 S	R
Policy and Plans Committee	2,353,40	Migcellaneous Income \$4.60	8
Building	235.65	Group Insurance	7
Legislative Committee	3.003.91	Sales Tay Collected 80'	7
Furniture and Equipment	140.06	Rent Received 1000 0	
Transfer to Association	25,000.00	Future Teachers of America 338.9	Š
War and the Comments of the co	2,977.50	Future Teachers of America 338.90 Transfer from Reading Circle 25,000.00	
Executive Committee	2,011.00	Transfer from Reading Circle 20,000.0	,

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Income from Paul Whiteman Concert 1.461.05 Life Memberships 120.00 **Total Cash Receipts** \$383,938.25

BALANCES AS OF JUNE 30, 1949
Boone

Columbia

County Revolving National & Payroll Bank Fund Cash & Bank Savings Bank Balance July 1, 1948 \$ 33,597.69 \$ 10,986.80 \$3,250.00 \$ 47,834.49 RECEIPTS: Reading 273,864.86 Circle 273,864,86 School and Community 18,290.42 66,782.97 Association 66,782,97 Transfer from 25,000.00 Reading Circle 25,000.00 \$273,864.86 \$110,073.39 -0-\$383,938,25

Receipts Balance Plus

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Receipts \$307,462.55 \$121,060.19 \$3,250.00 \$481,772,74

DISBURSEMENTS.

Mary W Ch .			
\$234,896.93	97,293.50		\$234,896,93 97,293.50
	13,496.25		13,496,25
25,000.00			25,000.00
\$ 259,896.93	\$110,789.75	-0-	\$370,686.6S
47,565.62	10,270.44	3,250.00	61,086.06
\$307,46 2.55	\$121,060.19	\$3,250.00	\$431,772.74
	\$234,896.93 25,000.00 \$259,896.93 47,565.62	\$234,896.93 97,293.50 13,496.25 25,000.00 \$259,896.93 \$110,780.75 47,565.62 10,270.44	\$234,896.93 97,293.50 13,496.25 25,000.00 \$259,896.93 \$110,780.75 -0-

We also would like to inform you that the accounts and records of the Association, as submitted to us, were in excellent condition, and we wish to express our appreciation for the assistance given us during the course of this examination, by the officers and employees of the Association.

St. Louis, Missouri August 5, 1949

ELLIS-FISCHER AND COMPANY Certified Public Accountants

AUDIO-VISUAL DEMONSTRATION FOR WELLSTON PARENTS

The Wellston public schools recently had an audio-visual demonstration night for parents in the district. Miss Ruth Spangler, as the new supervisor of audio-visual education, with the aid of Mr. Millard Halter, superintendent of schools, and Mr. Owen Thompson, principal, planned the demonstration program for Visual Education Week. Four teachers were chosen from the staff. Each was to demonstrate how a visual education machine is used in teaching.

Miss Lyn Efron demonstrated how the film strip is used in teaching the kindergarten stories. The audience responded at the teacher's request as do the little tots. Miss Efron chose the "Animal Musicians" film strip. The grown-ups expressed their pleasure at making the various sounds given in the story by the musicians.

Miss Florence Brent, a bird enthusiast, presented a nature study lesson for a sixth grade class. The audience was immediately transformed into sixth graders. Miss Brent used the Opaque projector. At first she projected her outline on "How to Recognize Birds." After this, she projected several birds, drawing attention to the points given in her outline. Following this, she projected a number of the more well-known birds and from the record player was heard their various calls. This lesson was well received. It was explained that it was given

to the audience in concentrated form as it actually spread over a long period in the sixth grade classroom.

Mr. Robert Cliff presented a science lesson for junior high groups on conservation. He used the film-strip machine which is also used for 2 x 2 slides. Mr. Cliff made his slides from pictures he had taken from areas familiar to the classes taught.

Mrs. Florence Roschke demonstrated an integrated unit activity with the use of the movie projector. The audience was again transformed, this time to a third grade class. Mrs. Roschke's theme, "Our Neighbor, the Farmer," was taken from the text, "Our Neighbors at Home" by Smith and Sorenson. After preparing her group for the film, "Shep the Farm Dog," was shown and a follow-up lesson was used in her art class as they drew various pictures of Shep on his farm helping in various ways.

The evening proved a very profitable one in many ways, especially with the parents whose children are taught, using this equipment. They expressed their appreciation of what is being done in the school with which they are con-nected. The parent-teacher relationship was most assuredly strengthened by this program.

The P.T.A.'s of the Wellston Central Elementary and Junior High schools have authorized the purchase of more audio-visual equipment for these two schools.

ITEMS OF INTEREST

E. R. Norman, principal of the Ava high school for the last 17 years, has been employed to head the high school at Marshfield.

Otis Estes, a former music teacher at Crane, has returned to teach music one-half day. Mr. Estes taught in the Mt. Vernon high school last year.

Mrs. Lois Armstrong, Wallace, South Dakota, is now teaching in the Webster Groves high school.

Juanita Jones of Springfield is the new first grade teacher in the Rogersville elementary school.

Bob Russell is a new member of the Crane faculty. He teaches 8th grade and assists with athletics.

George V. Burnett, a former Missouri school administrator now located at the El Monte Union high school, El Monte, California, writes that his school has recently added a new building which will somewhat relieve the very crowded condition experienced the past two years. Mr. Burnett is a subscriber to "School and Community" stating that "this is the only way I can keep up with what is happening in Missouri."

Fenton Isaacson, former instructor at Florida State University, has been employed as teacher of mathematics in the Trenton Junior College.

Mrs. Caroline Sears, who has been teaching at Hickman high school, Columbia, is now teaching Spanish and English in the Trenton high school and Junior College.

James Lowe, who has been doing graduate work at the University of Missouri, is now teaching physical sciences at Trenton Junior College.

Hubert Melton has replaced Rudolph Summers as vocational agriculture teacher at Crane. Mr. Summers has been given a year's leave of absence from the regular school system but is supervisor of the five veteran on-the-farmtraining classes sponsored by Crane high school.

Virginia Brunner, Indianapolis, Indiana, is teaching 7th grade speech and 9th grade English classes in the Webster Groves public schools.

H. Byron Masterson, superintendent of the Kennett public schools, has issued a very complete and interesting annual report for the Kennett school district covering the year 1948-49. Reva Berry, who formerly taught in the Grundy county rural schools, is now teaching in the Trenton grade schools.

Mildred Malone, a native of Texas, is now teaching mathematics and general science in the Webster Groves high school.

John W. Dowdy, president Southwest Baptist College, reports that the fall enrollment totals 489. This is 111 more than the college enrolled last year according to Dr. Dowdy.

Fern Brown, who formerly taught in the Grundy county rural schools, is now teaching in the Trenton grade schools.

L. A. Eubank, director of placement, University of Missouri, has been made assistant dean of the College of Education at the University. Dr. Eubank was formerly dean of the Kirksville State Teachers College.

Mrs. May S. Shaw of Clayton has been appointed by Governor Forrest Smith to the State Board of Education for a term of eight years. She succeeds Mrs. Chapin S. Newhard.

Praticia Schnell of Fayette is teaching art in the public schools at Webster Groves. She is a graduate of Central College, Fayette, and has done additional work at Claremont, California.

Mrs. Herman Engle of Springfield was installed as president of the Missouri Congress of Parents and Teachers at the closing session of its convention held in Joplin.

Margaret Alexander, associate professor in charge of home economics education at the University of Missouri, has been appointed to serve as program specialist in home economics education in the U. S. Office of Education. Miss Alexander will be in charge of a program for the North Atlantic region. Before going to the University of Missouri Miss Alexander was a supervising teacher in home economics at Boonville and later at the Jefferson Junior high school in Columbia.

Ruth Perrin of Osceola is teaching 9th grade English students in the Webster Groves junior high school.

Mary Sue Hopkins, associate professor of education and rural supervisor, Central Missouri State College, resigned her position in July. She taught during the August intersession; her resignation became effective September 1. For the present she is remaining in Warrensburg.

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Mrs. Margaret Hasford of Las Vegas, New Mexico, is a teacher of 8th grade subjects in the Webster Groves elementary schools.

Robert Miles of La Plata is now teaching 7th and 9th grade mathematics courses in the Webster Groves public schools.

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Howard Boozer of Kentucky is teaching "bloc" classes in Webster Groves. Mr. Boozer holds a Master's Degree from Washington University.

Mrs. Anna Lyle Hill, a teacher in the Trenton Junior College for the past 23 years, has been unable to assume her duties this year due to an injury received in a fall last spring. Mrs. Hill is now living at 300 East South Street, Blair, Nebraska.

Mary Ann Massey, a graduate of Warrensburg State College, is now employed as vocal music supervisor in the Trenton schools.

Helen Babbitt, formerly art supervisor in Unionville, has taken the position as art supervisor in the Trenton public schools.

Mrs. A. E. Hammonds, who formerly taught in the Grundy county rural schools, has been employed to teach mathematics and science in the Trenton schools.

Clarence Perry, former instructor at the University of Illinois, has been employed to teach biology and chemistry in the Trenton Junior College.

Randall Hardin, formerly itinerant agriculture instructor at Alton, has started his duties as vocational agriculture instructor at Birch Tree.

Mrs. Dorothy Sisk of Iowa is the new teacher of home economics in the Webster Groves high school.

Homer W. Anderson, formerly superintendent of schools in St. Louis, has been appointed lecturer on school administration at Harvard University. Dr. Anderson is a past president of the American Association of School Administrators.

George L. Blackwell, superintendent of the St. Joseph public schools, is the author of an article "Student Murals" that appeared in the November issue of The Nation's Schools.

Homer P. Rainey, president Stephens College, is state chairman of the Missouri March of Dimes leaders. He and the other members of the campaign committee attended a meeting in Dallas, Texas, the forepart of November making plans for the January campaign.

Virginia Gray of Pleasant Hill has been employed to teach the seventh and eighth grades in the Cleveland elementary school. V. C. McCluer, superintendent of the Ferguson public schools, has reported the faculty of that school system is enrolled 100% in the Missouri State Teachers Association and the National Education Association.

Sam Harrell, representing John C. Winston Company, has affiliated with the professional bookmen's association, Pi Beta Alpha.

Russell Guin, vice-president Interstate Publishing Company, has joined Pi Beta Alpha, the professional bookmen's national organization.

Amos L. Burks, assistant director of the staff of the Legislative Research Committee of the General Assembly, has resigned. Mr. Burks began his duties November I, as secretary of the Kansas City board of education. Until 1944 he was employed as a teacher of Government in the Kansas City Junior College.

Bower Aly, professor of speech, University of Missouri, has been granted a leave of absence for the first semester in order to serve as visiting professor in the Louisiana State University, Baton Rouge. He will return to Columbia about February 1.

Wade Hartley of Alton has been employed to teach social studies in the high school at Birch Tree.

Mary Virginia Booth has joined the staff of Silver Burdett Company in the capacity of consultant in elementary education.

Recently resigning her position with the public schools of Kingsport, Tennessee, Miss Booth has begun her work of interpreting textbook programs with teachers and school administrators within the area of the central states.

E. A. Sparling of the Crystal City public schools for the past 17 years has resigned.

David P. Max, superintendent of the Union public schools for the last 8 years, has been appointed by the Crystal City board of education to succeed Mr. Sparling.

Calvin A. Bohler, principal at Union, has been promoted to the superintendency to replace Mr. Max. Mr. Bohler has been at Union for four years.

Kathryn Riddle, former teacher at Fort Hayes, Kansas State College, is the new associate professor of women's physical education at the Kirksville State Teachers College. Miss Riddle is a graduate of the University of Wisconsin.

R. N. Pendergrass, principal of the Birch Tree high school, did two week's flight training with the Naval Reserve this past summer.

C. Gratton Kemp, a graduate of Columbia University, is in charge of the new personality clinic at Missouri Valley College. The clinic is being sponsored by the American Humanics Foundation as a part of the humanics curriculum instituted at the school this year.

James R. Kuechler, coach Center high school, Kansas City, is the author of an article "Operation Overhaul" which will appear in the Scholastic Coach, track issue, Spring of 1950. The article deals with the preparation and construction of track equipment for Missouri high schools.

David H. Briggs, Jr., formerly of Plymouth, Massachusetts, is now teaching English and dramatics in the Rogersville high school.

Orville C. Kruschwitz, a teacher at Wayland Baptist College in Plainview, Texas, last year, is professor of mathematics and physical science in the Flat River Junior College.

Jim Blake has been elected elementary school principal at St. Mary's.

Bertha Mae Agnew is the new fourth grade teacher at Bismarck.

Mack G. Davis, Bakersfield, has been employed as instructor in history at Rogersville.

Mollie Ruth Bottoms, an instructor at George Peabody College for Teachers, Nashville, Tennessee, for the past two years, has joined the staff of the Flat River Junior College to teach English. She succeeds Mr. Howard Walker who has been given a year's leave of absence due to illness.

Lew Ramsey Coffman is now teaching the fourth grade at Leadwood.

Ray Henry is employed as a grade school teacher at Gideon.

Wanda Simms of Mountain Grove is teaching the third grade in the elementary schools of Rogersville.

Sophia Marie Trauernicht succeeds Mrs. Myrtle Limbaugh on the faculty of the Flat River Junior College to teach commercial subjects. She is a graduate of the Southeast Missouri State College.

Jack Kopp is at Frankclay where he teaches the fifth and sixth grades.

Norma Ruth Boyer and Dottye Gordon, both graduates of the Flat River Junior College, have accepted teaching positions in St. Louis County.

Joyce Scott, Mountain Grove, is the second grade teacher in the elementary schools at Rogersville.

F. Olin Capps, chief of Education-Information Division of the Missouri Conservation Commission, was elected president of the National Association of Conservation Education and Publicity at a meeting held recently in Gulfport, Mississippi.

Harlan Gattan, a former principal of Crane high school, has returned to the same position in Crane. He was superintendent at Hurley last year.

THREE NEW TEACHERS ON ST. JAMES FACULTY

Teachers working in the St. James public schools for the first time are: Richard Bagwell, science; Mrs. Marie Collet, Higbee, social studies; and Paul Mann, Waynesville, music.

MAITLAND ADDS NEW COURSES Two New Teachers on Faculty

The Maitland high school has added two new courses this year. They are driver education and general home economics, according to Superintendent Kent G. Barber.

Superintendent Kent G. Barber.
Teachers new to the Maitland faculty are:
Mrs. Josephine Haught, elementary grades and
Mrs. Herbert Hackman, high school teacher.

BERNIE SCHOOL FACULTY ENROLLED IN NEA

The 19 members of the Bernie school faculty have enrolled 100% in the National Education Association.

A new vocational home economics department has been added to the Bernie school system, according to Superintendent Lloyd Ford. Mrs. Jo S. Pahopin is the instructor in the new department.

OTTERVILLE SCHOOL DESTROYED BY FIRE

A fire on October 28, destroyed the Otterville consolidated school 13 miles east of Sedalia. The loss was estimated at more than \$75,000 by Superintendent V. C. Harrison. Only a few fixtures were saved from the classrooms. All of the lunchroom equipment and band equipment, valued at more than \$5,000, was lost.

NEW SHOP BUILDING COMPLETED

A new shop building for the vocational agriculture classes has been finished by the Birch Tree consolidated school, according to Superintendent Frank Borders, Jr.

TEACHERS NEW TO MALTA BEND SCHOOLS

Superintendent Paul Greene has sent in the names of four new teachers employed this year to teach in the Malta Bend public schools. They are: Clark W. Werntz, Warrensburg, principal, industrial arts and physical education; James E. Schmer, Warrensburg, science and mathematics; Mrs. Sarah Sherwood, Marshall, general home economics; and Celeste Tebbenkamp, Concordia, 5th and 6th grades.

INTERCHANGE OF TEACHERS

Applications are now being accepted for the interchange of teachers between the United States, Great Britain, Canada and France for the school year 1950-51. For information regarding qualifications, plan of operation and application procedure write the Division of International Educational Relations, Office of Education, Federal Security Agency, Washington 25, D. C. The deadline for the receipt of applications is January 15, 1950.

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NEW KNOX CITY TEACHERS

Teachers employed for their first year in the Knox City school system are: Mrs. Mauretta Dooley, 3rd and 4th grades; and Donald L. Payne, 7th and 8th grades.

OFFERS DRIVER EDUCATION New Teachers Appointed

A course in driver education is being offered for the first time in the Dora high school this year. It is being taught by W. O. Jackson. New teachers at Dora are: A. Z. Black, sup-

New teachers at Dora are: A. Z. Black, superintendent and commerce; A. S. Humes, mathematics and science; W. O. Jackson, social studies and driver education; and Earnest Pavey, grade principal.

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The Monett public school system has for the past six years operated a Teen Town in one of the elementary schools. Due to increased enrollment and the need for more room the Teen Town program will now be conducted in the American Legion Hall which is furnished free by the Legion members.

Students of the public school meet at Teen Town one night a week under the supervision of teachers of the school system. The board of education sponsors the project and pays the teachers for their supervisory work, according to E. E. Camp, superintendent of schools.

KNIGHTS OF HICKORY STICK ELECT OFFICERS

The Knights of the Hickory Stick, the Schoolmaster's Club of Northwest Missouri, has elected the following officers for this year: president, J. O. Teasley, superintendent, Cameron; vice-president, Charles H. Shaffner, superintendent, Princeton; and secretary, Homer T. Phillips, State College, Maryville.

FTA CLUB ORGANIZED

The Beta Sigma Club of Future Teachers of America of Mountain Grove high school was organized October 11, under the direction of Mrs. Hazel Ponder, director of the Appointment Bureau at SMS and co-sponsor of the FTA Chapter at the college.

The club has 26 members. Mrs. John Dunn, elementary supervisor in the Mountain Grove school and teachers' training instructor, is sponsor of the new club.

Mrs. Ponder explained that the purpose of the FTA is exploratory, prevocational, and character forming. The Mountain Grove club is the fifth active high school FTA in Missouri and is affiliated with the NEA.

Officers elected were: president, Hettie Robinett; vice-president, Peggy Reed; secretary, Barbara Allen; treasurer, Clella Sails; historical reporter, Veneitta Plunk; parliamentarian, Clara Mabe; and song leader, Wayne Turner.

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School and Community

MISSOURI STATE TEACHERS ASSOCIATION Columbia, Missouri

FAIRVIEW TEACHERS JOIN PROFESSIONAL ORGANIZATIONS

Members of the Fairview Community Teachers Association have enrolled 100% in the National Education Association, Missouri State Teachers Association, St. Louis County District Association and their own organization.

Albert G. Cooper is president of the Fairview Community Teachers Association.

NEW TEACHERS IN REORGANIZED DISTRICT

Teachers new to their position in Reorganized District R-1 of Adair county are: Fred Drummond, Jr., science and agriculture; Donald Daniels, commerce; Tom Minear, industrial arts: Robert Sloan, high school music; Patricia Par-sons, elementary music; and Carl Sanford, 7th and 8th grades.

Superintendent Ralph Page reports the enrollment has increased from 110 to 142. The district includes 15 operating rural schools.

JOPLIN ENROLLED 100% IN NEA

The Joplin Community Teachers Association has enrolled 100% in the National Education Association and the Missouri State Teachers Association, according to Roi S. Wood, superintendent of schools.

The local community association is very active and assesses each member .1 of 1% of their salary in order to raise funds to carry on the work locally. This means that a teacher with a salary of \$2400 would pay \$2.40 to the Joplin Community Teachers Association in local dues.

URBANA FACULTY INCLUDES NEW TEACHERS

New members of the Urbana faculty are: Loren Howerton, coach; Wallace Zackula, in-dustrial arts; Verna Holma, vocational home economics; and Juanita Slavens, primary teacher.

TEACHERS NEW TO WELLSTON FACULTY

Teachers who are working for the first time in the Wellston public schools are: Mrs. Margaret Tate, kindergarten; Lyn Efron, kindergarten; Mrs. Dolores Jamentz, 2nd grade; Mrs. Mary Neal, 3rd grade; Mrs. Christina Cook. 3rd and 4th grades; Mrs. Elizabeth Conrad, 4th and 5th grades; Mrs. Esther Kirkham, elementary physical education; Mrs. Maurice Schaum. instrumental music; Mrs. Shirley Clinton, lan-guage arts and social sudies in the junior high school; Mrs. Dorothy Duncan, junior high language arts; Edward Moreland, junior high mathematics; Mrs. Harriette Cluxton, high school librarian; John Close, high school social studies and coach; and Mrs. Lanola Basnet. vocational home economics.

Ruth Spangler, who formerly taught English in the Wellston junior high school, has been designated as supervisor of visual services for all the Wellston schools, according to Superin-

tendent Millard M. Halter.

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SCHOOLMASTERS NAME OFFICERS

The Northeast Missouri Schoolmasters Club meeting at the Travelers Hotel, Kirksville, on October 6, named officers for the following year. Those elected were: president, Pete Nicoletti, superintendent of schools, Milan; vice-president, Glen Simpson, principal, Brookfield; secretary-treasurer, Eldred Sage, superintendent of schools, Atlanta.

Members of the nominating committee were: Lawrence Phelps, superintendent of schools, Macon; Wendell Dodson, superintendent of schools, Linneus; Otis B. Hills, county superin-

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LEWIS COUNTY R-1 DISTRICT MAKES IMPROVEMENTS

Cecil Harden, superintendent of the newly formed R-1 District which is on the western side of Lewis county reports several improvements have been made in the school system, including a new water system, interior decoration, addition of a modern shop for industrial arts and a visual education department.

It is expected that the reorganized district will operate the LaBelle high school, LaBelle elementary school, Lincoln colored school and the Steffenville elementary school. All of the rural schools in the district have been closed except two and it is anticipated that these will

be closed next year.

Teachers new in the reorganized district are:
Ellsworth Brooks, coach and industrial arts;

and Nadine Harden, English.

NEW TEACHERS AT LAMAR

Teachers new to the Lamar faculty this year are: Eddie Miller, coach and athletic director who replaces Eddie Ryan, employed by Rockhurst College in Kansas City; Howard Skinner, vocational counselor and diversified occupations; Harold Polston succeeds Devoy Ryan as social studies instructor; Carl Gabriel is instructor in science and mathematics; Mrs. Goldia Geeslin is in charge of the program for handicapped children; and Robert Zulian has been added to the staff of the Veterans On-the-Farm Training program.

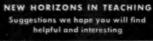
ADMISSIONS COUNSELORS ELECT HEMRY PRESIDENT

J. Scott Hemry, Director of Admissions, Stephens College, Columbia, was elected president of the Association of College Admissions Counselors at the fifth annual conference held recently at Indiana University, Bloomington, Indiana

The association is made up of the admission officers of 114 of the major colleges and universities in 10 mid-western states. The association voted to hold the 1950 conference in St. Louis so the colleges and university counselors may become better acquainted with the high school principals and guidance officers in the St. Louis area.

Mr. Hemry has one more year to serve as a member of the executive board. He served as chairman of the 1948 conference held at High-

land Park, Illinois.





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loops to hang on your tree.

1 For loops, sterilize new string in boiling water. Snip into 1½-to 2-inch lengths.

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3 Place tiny patch of cooky dough securely over ends of string. Avoid too much pressure or you will push cookies out of shape.

4 Lay cookies an inch apart on flat baking tin with patch side down to keep top of cooky smooth for decorating.







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PUPIL TRANSPORTATION RECORDS

For many years administrators and those responsible for gathering data on educational problems have been bothered by the lack of uniformity in accounting procedures and in records and reports used in connection with pupil transportation.

A former Missourian, Dr. E. Glenn Featherston, now specialist for pupil transportation in the U. S. Office of Education, has prepared a guide for use in connection with records and

reports.

This 28-page pamphlet contains sample forms of the reports and records that are needed for accurate and reliable data. It is for sale by the Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C. Price, 20 cents.

NEW FACULTY MEMBERS AT FAIR GROVE

Teachers new to the Fair Grove school system this year are: Phillip Sneed, mathematics and science; Frances Van Wagn, English; Thomas L. Freeman, vocational agriculture; Mrs. Juanita Branstine, vocational home economics and E. E. Neely, psychology and history. Mr. Neely devotes half-time to guidance and counseling.

PLAN AGRICULTURE BUILDING

A new agricultural building for the University of Missouri that will house practically the entire college of agriculture is under construction. It is a one-story laboratory building and will house laboratories for students in soils, forestry, horticulture, and entomology as well as experimental research facilities. The state appropriation for the unit amounts to \$825,000.

JAMESTOWN MAKES IMPROVEMENTS

The Jamestown consolidated school has made several improvements including the purchasing of four new busses, the installation of modern home economics equipment such as Youngstown cabinets, deluxe sink, electric and gas stoves, sewing machines, and an electric refrigerator.

Superintendent Paul McKee has announced that a special instructor has been employed to assist the regular instructor in art and music

in the elementary school.

NEW TEACHERS AT FERGUSON

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The Ferguson board of education has employed the following new teachers: Dorothy E. Bieber, University City, high school art; Robert F. Pfleger, St. Louis, English; Paul A. Cochran, St. Louis, social studies; Mrs. Gloria Toftness Gaynor, Clayton, music; Robert Harmes, Ham-burg, Iowa, 6th grade; Henry R. Bredenkamp, St. Louis, upper grades; Mrs. Mary Katheryn Staires, Rocheport, 3rd grade; Mrs. Vincenza Jackowski, Westbury, Long Island, 1st grade; Marion M. Wilson, St. Louis; Mrs. Minnie

Cameron, Ferguson, 2nd grade; Yvonne Ray, Defiance, kindergarten; Mrs. Wilma Thompson, Ferguson, kindergarten; Gordon Hansen, St. Louis, 7th grade and instrumental music; and Sybil Andrews, University City, speech correctionist.

COUNTY AND AREA SUPTS. TO MEET IN COLUMBUS

The Fourth National Conference of the County Rural Area Superintendents Meeting at Memphis, Tennessee, last October selected Columbus, Ohio, as a meeting place for their next

annual conference in 1950.

The new president of the organization is Michael S. Kies of Milwaukee. About 50 Missourians attended the Memphis meeting.

BACK-TO-SCHOOL NIGHT FOR PARENTS

Teachers Enrolled 100% in NEA

The Lamar Parent Teacher Association in cooperation with the Lamar school faculty re-cently sponsored a back-to-school night for parents. Each pupil was invited to bring his parents for a night session lasting from 7:00 until 9:00 P. M. The high school schedule was operated on a 10-minute period basis. The elementary school had 30-minute sessions.

A carnival was held in the Auditorium while the school cafeteria served lunch from 5:00 to 7:00 o'clock. More than 400 parents participated in this event, according to Superintendent T. R.

All members of the Lamar school faculty are enrolled 100% in the Missouri State Teachers Association and the National Education Association. This is the third year the teachers have had complete enrollment in the NEA.

HEMBREE APPOINTED LAWRENCE CO. SUPERINTENDENT

Hugh R. Hembree, 38-year old teacher in the Aurora grade school, has been appointed county superintendent of the Lawrence county schools to succeed Julius Helm. Mr. Helm resigned in order to accept an appointment as state executive manager of the Rural Electrification Administration. He will be located in Jefferson City.

Mr. Hembree was born and reared at Stockton. He is a graduate of the University of Missouri and received his A.B. Degree there in 1938. He has studied during summer terms at Southwest Missouri State College in Springfield and plans to continue his work on his Master's

Degree.

During the last war he spent 3 years and 11 months in an infantry division and was in the European theatre overseas. It was during the Battle of the Bulge that he was made an executive officer.

In the educational field he has served as principal of the Stockton grade school, taught at Algoa Reformatory and had been serving as a teacher in the elementary school at Aurora until his resignation.

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The Visual Education Department of the cooperating schools of St. Louis County has published a catalog of aids for teachers, supervisors and administrators. In it are listed all of the visual materials which the department has for circulation. This includes: films, slides, filmstrips, photographs, prints, stereographs, travel posters, charts, books, exhibits, mounted specimens and preserved specimens.

The 48-page catalog has a classified index by

grades of eight pages.

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ANNUAL CONVENTION SECONDARY SCHOOL PRINCIPALS

The 34th annual convention of the National Association of Secondary School Principals will meet at the Municipal Auditorium in Kansas City, February 18-22.

An outstanding program is being prepared including general sessions, discussion groups, banquets and luncheons, and a large exhibit of books, aids, equipment, and supplies for the secondary school by national publishing and supply houses. Speakers on the various programs include Dr. James B. Conant, president, Harvard University; Dr. H. Roe Bartle, president of Missouri Valley College and prominent Boy Scout executive; Jeff H. Williams, outstanding lay speaker; Dr. Earl J. McGrath, U. S. Commissioner of Education; and Dr. William F. Russell, president, Teachers College, Columbia University.

Hotel registration should be sent to Mr. H. E. Boning, Jr., Manager, Convention and Visitor's Bureau, 1030 Baltimore Avenue, Kansas City 6, Missouri. Advanced hotel registration at this date indicates that more than 2500 secondary school administrators will be in attend-

ance.

DRIVER EDUCATION MEETINGS PLANNED

Driver education meetings are being planned for the following NEA meetings: American Association of School Administrators, Atlantic City, February 25 to March 2; American Association for Health, Physical Education, and Recreation, Dallas, April 18 to 22; and National Association of Secondary School Principals, Kansas City, Missouri, February 18 to 22.

SEASON'S GREETINGS and BEST WISHES

To MSTA'S 24,500 Members

The MFA Mutual Insurance Company, its officers and employees wish to thank Missouri's teachers for their cooperation and patronage during the past year.

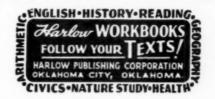
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DECEMBER, 1949

NO HOMEWORK

Homework for children attending elementary schools has been banned in Belgium. The Minister of Education said that it is injurious to their health.

DORM WING TO BE ADDED

In order to relieve the crowded condition in the girls' dormitories at Southwest Baptist College the college board has approved the building of a wing at the north end of Muirheid Hall. The addition is expected to be ready for occupancy by the fall term of 1950.

OMINOUS NEWS FROM SOUTH AFRICA

South Africa, now under the dictatorship of Prime Minister Malan, plans a Nazi-like education program. Ignoring the cultural heritage of the natives, Prime Minister Malan ordered that teaching in schools will be carried on in only one language, Afrikaans, the language developed by the white people. Science must conform to the Book of Genesis. Afrikaner (white) children will be indoctrinated to consider themselves as rulers. The blacks will be taught only "useful occupations."

WEBSTER CELEBRATES SILVER ANNIVERSARY

Noted authors, educators and publishers from all parts of the country will gather in St. Louis, on the occasion of the silver anniversary of a firm which entered the field of education by successfully launching a new teaching devicethe workbook.

Still the youngest textbook publishing company in the United States and the only one in St. Louis, the Webster Publishing Company will celebrate its silver anniversary at a banquet for the officers, the staff and their guests to be held Thursday evening, December 8, in the Caprice Room of the Sheraton Hotel,

In his address to the banquet guests President Johnson will review the unique history of the Webster Publishing Company.

The company, in just twenty-five years, has developed from a small publisher of workbooks to a two million dollar corporation publishing over five hundred textbooks, workbooks and professional volumes.

MISSOURIANS CONTRIBUTE TO PUBLICATION

The new yearbook of the NEA Department of Elementary School Principals was contributed to by several Missourians. The new publication entitled, "The Public and the Elementary School," depicts the place of the elementary school principal as a keystone in a program of community relations.

The first chapter "The Principal—Opportunity for Leadership," was contributed to by Ethel K. Billings, Kirkwood, and Margaret Buerkle, St. Louis.

"The Children-The Heart of the Program," the heading for the second chapter, was contributed to by Victor Coy, St. Joseph, and H. D. Quillman, Ferguson.

Principals making contributions to the third chapter, "The Teachers-Key to Understanding and Enthusiasm," were Mable Trumbo and Mary L. Watrous, Kansas City.

"The Parents-Their Stake in the Program," the fourth chapter, was contributed to by Ray Hailey and B. A. Mayberry, Kansas City; and Mrs. Jettie L. Lawson, Sedalia.

Harold T. Downs, Webster Groves; Leo R. Miller, Kansas City; and Susan S. Ryan, St. Louis, were contributors to the chapter, "The Community Agencies-Channeling Services to Children."

The chapter, "The Public-Relationship to the Elementary School," received aid from Wilbur H. Finley, Moberly, and Willo V. Kin-

V. Carl Ilgen, University City, contributed to the chapter "The Curriculum-Building an Adequate Program."

Former Missourian John W. Gilliland, Clayton, now at the University of Tennessee, contributed to the chapter, "Administrative Procedure—It Paves the Way."

CHRISTMAS HOLIDAY TOUR

Travel Notes

Tour folders for the Florida and Eastern trips are now ready. Upon request they will be mailed to you.

The Florida Christmas Holiday Tour leaves St. Louis on December 25th, 9:22 A.M. It includes a seven-day circle tour of the state visiting the most interesting places. Three days are spent in Miami. Other cities that we will visit are: Jack-sonville, Tampa, St. Petersburg and St. Augustine. A day's trip by plane from Miami to Havana can be made. Both Miami and Havana are full of interest.

Please note: Reservations for this trip must be made by December 8th, and earlier if possible. To hold hotel space in ier if possible. To hold hotel space in Florida, which is very hard to get, ad-vanced payment must be made on that date.

The trip uses the only over-night train from St. Louis to Florida. Since it leaves and arrives only on every third day, it is not possible to get back to St. Louis before January 2nd. This may interfere with vacation dates. It is doubtful that we can ever do better.

The cost of the entire nine-day circle trip is \$171.50, plus federal taxes. This cost is based upon a group of at least twenty-five.

For folders and other information write to G. H. Jamison, Kirksville or Travel Service, Missouri State Teachers Association, Columbia.

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SCHOOLS REPORT 100% ENROLLMENT IN NEA

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laycon-ProBelow is a list of the school systems in Missouri that had reported 100% enrollment in the National Education Association on October 3. These towns and their superintendents are:

Ash Grove—Victor Lowe.
Aurora—Roy F. Little.
Bernie—Loyd Ford.
Braggadocio—L. N. Kinder.
California—Geo. A. Riley.
Carrollton—W. L. Adams.
Center—Joseph Wilson.
Charleston—J. H. Marshall.
Crane—Lee DeWitt.
Eldon—B. W. Robinson.
Ellsinore—R. E. Nichols.
Fairview—Arthur L. Hauser.
Farmington—C. R. Bell.
Goodman—Gladwyn Gold.
Hillsboro—J. R. Vineyard.
Joplin—Roi S. Wood.
Kennett—Byron Masterson.
Lamar—T. R. Windes.
Lexington—L. H. Bell.

Liberty—R. R. Brock.
Malta Bend—Paul Green.
Marshall—A. H. Bueker.
Marshfield—Harry M. Talbot.
Monett—E. E. Camp.
Mt. Vernon—A. M. Alexander.
Niangua—Lloyd Dill.
Paris—E. R. Lefevre.
Pierce City—Geo. R. Holley.
Pineville—N. D. Hazelbaker.
Republic—C. K. Leonard.
Sarcoxie—Chas. A. Sloan.
Seligman—C. C. Baker.
Slater—Chas. A. McMillan.
Strafford—Lawrence J. Ghan,
Sugar Creek—J. Raymond Guy.
Sumner—Elizabeth Isle.
Westboro—Orville Kelim.
White Rock—Sam Mouck.
Willard—Neal Neff.
Windsor—J. F. Webb.

Missouri needs to add 6,556 to the NEA membership role this year in order to keep in step with the Victory Action program. Our membership last year totaled 11,113.



BOBERT BROWN

Students of the Jefferson City public schools give a program of Christmas Carols in the State Capitol Building, Jefferson City.

INTEREST IN CLASSROOM TEACHER DEPARTMENT GROWS

Thursday evening, October 6, was the date set for the second annual Classroom Teachers Banquet in Northwest Missouri. It was held in Residence Hall Dining Room on the first evening of the teachers' meeting in Maryville, and the increase in interest and attendance over last year was an excellent indication of the growth of the Classroom Teacher Department in Missouri

Miss Martha Copeland, president of the district, presided at the banquet. The invocation was given by Miss Evanelle Walker of Nodaway county, Maple Lawn School. Miss Esther Peoples of Tarkio conducted a short memorial service for Miss Ruth Keith, second grade teacher of Tarkio, who died on September 24, 1949. Miss Keith was first vice-president of the Northwest Missouri District of Classroom Teachers at the time of her death.

Miss Ruth Ann White, Regional Director, Department of Classroom Teachers, Rockford, Illinois, gave the address following the banquet.

Following the address, Miss Georgee Hash presented the traveling gavel to Mrs. Fredia Elwick, fourth grade teacher in Grant City, president of the Worth County Classroom Teachers Association. The gavel goes to the county in the district with the largest classroom teacher membership at the time of the annual teachers meeting. Buchanan county had the honor in 1948.

Members of the college faculty gave unsparingly of their time to make the event a success. Miss Olive De Luce had charge of the reservations and reported that one hundred three people were seated at the tables.

SAVANNAH OPENS CAFETERIA New Teachers Announced

On November 1, Savannah opened its new school cafeteria. It is housed in a new concrete block U-shaped building with one wing used for industrial arts and the remainder taken over by the kitchen and lunch room. This is the first attempt at serving school lunches in the Savannah schools.

Other improvements to the school plant include the installation of ceiling circulating heaters in the gymnasium, a new state curtain has been hung in the auditorium and in the main building electric water coolers have been installed to serve all floors.

Future projects in plant improvement will include redecorating the auditorium, repair of auditorium seating, the installation of public restrooms in the gymnasium, and the improvement of dressing rooms.

These projects are being financed from money voted last spring when the school district approved a \$35,000 bond issue.

New subjects offered in high school this year include mechanical drawing, high school art, drivers' training, and music appreciation. A full-time music instructor has been employed for the elementary grades.

New faculty members on the Savannah staff

include Mrs. Henry Rogers, first grade; Mrs. Ilda Hower, second grade; Mrs. Janice Tucker, elementary school music and high school girls' physical education; Helen Rosenthal, social studies; Mrs. Margaret Schmitt, English and girls' physical education; and Orval Stiegemeier, coach, physical education, and social studies.

HISTORICAL SOCIETY OFFERS LECTURE AND MUSEUM SERVICES

The Missouri Historical Society, St. Louis City, has recently begun a program of illustrated talks at its museum for the purpose of making more alive to the school children of ourstate the rich heritage of Missouri's history.

The Society's program operates in this way. Any teacher may make an appointment for a certain illustrated talk. After a conference to ascertain the introduction to the subject which the class has had and the follow-up work which they will have the lecturers of the Society adapt the subject to the age level and needs of the group. The children will tour the museum and see those exhibits that are aimed at the particular subject field under discussion. Visual objects which the children are actually able to understand will be included. Films or slides illustrating the lectures will be shown in an assembly room.

This lecture service is free to the schools of this state, according to Mrs. Caroline Simmons. For further details write the Missouri Historical Society, Jefferson Memorial Building, St. Louis 12, Missouri.



"Okay; so I don't know who was the third President of the United States . . . do you know which disc jockey plays the hottest platters on the national hook-up?"

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Reavis School Completed

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Construction of the Reavis school of the Affton district was started in 1948 on a five-acre site purchased at a cost of \$6,400. The building costs amounted to \$282,000 and the equipment \$16,000. The equipment includes duplicating machine, sound and slide projectors, radio and phonograph, sight and hearing testing equipment, and scales.

The building is a one-floor design and is constructed of fire resistant material. The exterior is built of colonial hand-pressed brick; the interior partitions are clay tile; floors are concrete covered with asphalt tile; and the roof is precast material over steel beams.

The building contains six classrooms, a kindergarten, a cafeteria, kitchen, playroom, an office, a health room, music practice room, a

faculty room and a storeroom.

Classrooms are 24 feet by 40 feet. Each room contains a work area at the rear with cabinets, shelves and a sink. Each classroom has front and rear doors. The kindergarten, first and second grade rooms have their own toilet facilities.

The clinic is equipped with cabinets and hospital bed for first aid. It will also be used for eye, ear, dental and general physical examinations.

The kindergarten is a large room with twoside lighting. It has a slightly-raised stage at one end. There is a separate outside entrance to the kindergarten playground which is enclosed by a wall and fence. This is to the right in the picture above.

All rooms are bi-laterally lighted. Corridor ceilings are low with a row of clerestory windows above them. All rooms may be darkened sufficiently for use of picture projection equipment. Ceilings of corridors and cafeteria have been treated with acoustical material.

TEACHERS—This Bureau is the only teachers' agency that carried advertising in every results from your Journal. Many Missouri teachers have secured professional and financial advancement through our service. Write us for FREE enrollment blank. Let us help YOU.

SPECIALISTS EDUCATIONAL BUREAU

506 N. Grand Blvd.

Member of National Association of Teachers Agencies

St. Louis 3, Missouri



OUR CONSTITUTION

By William Kottmeyer Webster Publishing Company, St. Louis 1949, 56 pp.

This book is intended to lighten the burden of the classroom teacher who has the responsibility of familiarizing students of widely varying reading abilities with the basic ideas in the Federal Constitution. It is profusely illustrated. Discussion questions are included after each of the first five articles and after the amendments.

A 50-item multiple choice test and a parallel 50-item true-false test on the Constitution are also provided. Answer keys accompany the

tests.

LANGUAGE FOR DAILY USE

By Mary C. Foley, Katherine Connell, and W. Leslie Garnett with the cooperation of Mildred A. Dawson

World Book Company, Yonkers, New York

1949, List Price, \$1.84.

Skills of oral and written expression for grade seven are thoroughly covered, with recognition of the demands for expression which occur most frequently in day-by-day living.

ABOUT GROWING UP

By Fred R. Bellmar and others National Forum Inc., Chicago, Illinois 1949, 22 pp. \$1.50.

It deals with personal growth, development and adjustment problems at the 7th grade level, and is adapted to group and individual guidance programs.

LET'S-READ-TOGETHER POEMS

By Helen A. Brown and Harry J. Heltman Row, Peterson and Company, Evanston, Illinois

1949, 162 pp. Net Price, \$1.50.

This handbook on choral reading at kindergarten and primary levels has the threefold purpose: (1) to provide the teacher with material to read to pupils; (2) to serve as a source of the recitations for children; and (3) to furnish interesting poems for group reading.

IMPORTANT EVENTS

DECEMBER

12 Missouri Association of County Superintendents Meeting, Columbia, December 12, 1949.

28 National Council of Teachers of Mathematics Annual Meeting, Wichita, Kansas, December 28, 1949.

28 National Business Teachers Association Meeting, Palmer House, Chicago, December 28-30, 1949.

FEBRUARY

12 Association for Supervision and Curriculum Development Annual Convention, Denver, Colorado, February 12-

 National Association of Secondary School Principals Annual Convention, Kansas City, February 18-22, 1950.
 American Association of School Ad-

25 American Association of School Administrators Convention, Atlantic City, New Jersey, February 25-March 2, 1950.

APRIL

21 Annual Spring Conference on Industrial Education, University of Missouri, Columbia, April 21-22, 1950.

NOVEMBER

15 Missouri State Teachers Association Annual Convention, Kansas City, November 15-17, 1950.

DEATHS

MRS. CLAUDIA SANFORD

Mrs. Claudia (Murray) Sanford died October 27 at her home in Stover. She had been engaged in the teaching profession for a period of 35 years, teaching in the schools of Missouri and Colorado. Mrs. Sanford was born near Versailles, May 22, 1878.

MAURINE LEMLEY

Miss Maurine Lemley, widely known primary teacher of the Maplewood-Richmond Heights district, died October 19 at her home, 1516 Holly Drive, Webster Groves, after a short illness.

Miss Lemley had taught for 27 years at the Valley elementary school and many residents of the Maplewood-Richmond Heights area remember her as their first teacher. A graduate of Warrensburg, she began her career at Knob Noster and the following year taught at Joplin. She came to the Valley school in 1922. Her work as primary teacher was outstanding.

FERN RATHBUN

It is with profound sorrow and deep regret that we must record the passing of one of our most faithful and esteemed members, Fern Rathbun.

Hers was a character of rare beauty which enriched the lives of her friends and associates and made indelible impressions upon the minds and hearts of her pupils as well as upon their parents.

Her kindly spirit and genteel manner revealed a Christian character whose influence for good was far reaching in her home, school, and community life.

Her generous devotion to unselfish service and her understanding heart affected everyone privileged to know her and to them she will

always be an active inspiration.

St. Joseph Association Edna H. Dersch Nellie McNeill Velma Denning Jane Downey Gladys Lomax TEACH

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WORLD UNDERSTANDING

Ways of using the ordinary school curriculum to develop an attitude of "world-mindedness" among children are described in "In the Classroom with Children Under 13 Years of Age," latest pamphlet of a series for teachers published by UNESCO.

Priced at 20 cents, copies may be obtained from Columbia University Press, International Documents Service, 2960 Broadway, New York 17, New York.

BUYER'S GUIDE

A 200-page illustrated publication, notebook size 8½ x 11, entitled "Buyer's Guide" contains practical buying information on forty universally needed commodities and services.

Foods, clothing, home furnishings, recreation, and thirty-six other commodities are described for intelligent selection, purchase and use. Prepared as a teaching-learning unit for boys and girls in the secondary school. Price, \$1.80. National Association of Secondary School Principals, 1201 Sixteenth Street, N. W., Washington 6, D. C.

RADIO

"Radio—The Classroom's Newest Teaching Tool," a 20-page booklet containing many suggestions for using radio broadcasts effectively in school classrooms is free to administrators, teachers, teacher-training colleges and broadcasters by Freed Radio Corporation, 200 Hudson Street, New York 13, New York.

FILMS

A 1949 directory of 16mm. film libraries serving schools, colleges, and community organizations throughout the United States will help teachers find sources of needed films. The directory lists by states and cities 897 libraries or distributors that rent or loan 16mm. educational films. Superintendent of Documents, Government Printing Office, Washington 25, D. C. Price, 15 cents.

NEGRO HISTORY WEEK

The celebrants of Negro History Week, from February 12 to 19, will emphasize freedom with opportunity as the unfinished task of democracy.

To help in making plans for this week the Association for the Study of Negro Life and History, Inc., will make available the Negro History Week Kit. It includes the Negro History Week Pamphlet with materials for recitations, declamations, plays, suggestive programs for each day of the week and ample bibliographical material. Also included will be 24 pictures reflecting the epochs in the development of the Negro.

For this material write: The Association for the Study of Negro Life and History, Inc., 1538 Ninth Street, N. W., Washington 1, D. C.

MISSOURI'S RIVERS

Profusely illustrated, the 100-page booklet "The Rivers of Missouri" deals separately with the state's most famous streams, providing a wealth of history, color, fact, and interesting reading. It contains chapters by twelve Missouri writers on the Missouri, Mississippi, Osage, Meramec, White, Grand, Current, Salt, Black, Gasconade, St. Francis, and Chariton rivers.

A copy of "Rivers of Missouri" may be obtained by enclosing the sum of 25 cents to: Information Section, Missouri Conservation Commission, Jefferson City, Missouri.

CLASS SIZE IN HIGH SCHOOL

For many years class size has been a point for discussion among members of the profession. The new circular "Large and Small Classes in Secondary Schools" attempts to examine some of the relationships between exceptional class size and teaching method and to describe a selected number of large and small classes in action. Its conclusions should be read by every secondary school teacher. Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C. Price, 20 cents.

MUSIC ROOMS AND EQUIPMENT

The book as a whole provides a comprehensive manual dealing with all aspects of planning. construction, acoustical treatment, equipment, etc., and with all types of facilities for schools, colleges and communities, ranging from complete music buildings to classrooms and individual practice rooms, from auditoriums to general purpose gymnasium-theater-rehearsal-rooms and band shells-and from the simplest to the most elaborate installations for music libraries, instrument storage, wardrobe, and all other essentials. Requirements for planning, construction and equipment for the largest and smallest schools are taken into account. One section is devoted to the reproduction of eighty-three floor plans and reproductions of photographs and charts, and a bibliography completes the 112page book. \$1.50 postpaid. Music Educators National Conference, 64 East Jackson Blvd., Chicago 4, Illinois.

GUIDANCE

The three publications described below may all be obtained from the Federal Security Agency, Office of Education, Washington, D. C. Order by number.

Administrative Relationships

The publication "Administrative Relationships of the Guidance Program" describes the counselors need to organize and administer the guidance program as an operating unit and also describes and defines his relationships with the teachers and the administrators of his school, the parents in his community and other related agencies which are essential to fulfilling the aims of the guidance program. (Misc. 3314-8/July 1949).

Counselor Competencies

Twenty-one pages of materials in the publication "Counselor Competencies in Counseling Techniques" describe the initiating of the counseling program, interpreting individual inventory data, interviewing, using school and community resources, determining counseling and evaluating couseling. (Misc. 3314-5/July 1949).

Analysis

The report "Counselor Competencies in Analysis of the Individual" is concerned primarily with the collection, organization and use of data in the work of the guidance counselor. (Misc. 3314-4/July 1949).

MOTION PICTURES

A 24-page catalog describing 14 sound motion pictures for classroom use is free to teachers. The films can be borrowed free of charge except for transportation costs. The pictures described cover subjects in the field of jet propulsion, electricity, electronics, radio, nutrition, salesmanship, social science, and industrial arts. (Catalog B-4444), School Service Department, Westinghouse Electric Corporation, 306 Fourth Avenue, Box 1017, Pittsburgh 30, Pennsylvania.

HEALTH PLANS

A statement of policies regarding the financing of health care, published under the title of "How Shall We Pay for Health Care?" shows the Federal Security Agency and the American Medical Association to be in agreement on many more points than they are in disagreement.

The pamphlet describes three leading plans

The pamphlet describes three leading plans for organizing our health services on a national basis. Pamphlet No. 152, Public Affairs Committee, Inc., 22 East 38th Street, New York 16, New York. Price, 20 cents.

SCHOOL IDEALS

"School Ideals"—an unusually beautiful book prepared primarily for those in the teaching profession. Contains 124 pages—each one artistically prepared—many in full natural color. Attractive shiny cellophaned art cover protects and enhances its beauty.

School Ideals is full of wholesome American principles for use in classroom projects and assignments. Teachers and pupils alike will discover a wealth of material that will be read and cherished for years to come.

Ideals Publishing Co., Milwaukee 1, Wisconsin. \$1.25 per copy.

SOCIAL STUDIES

"School Savings in the Social Studies" is a new bulletin containing two study units. The units are entitled "Learning How to Use Money" for grades 4-7 and "Plans for Spending and Saving" for grades 7-12.

The units include sample personal and family budgets. They list appropriate books, pamphlets, and films, and factual material on U. S. Savings Stamps and Bonds. For free copies write State Savings Bond Office, Post Office Building, Jefferson City, Missouri.

AUDUBON GUIDE

Club advisers can get many suggestions for nature adventures, both outdoors and in the classroom from a 96-page booklet entitled "Audubon Teachers Guide."

It contains suggestions for good club meetings, for activities such as making bird houses, bird feeders, bird calendars and field trips. National Audubon Society, 1000 Fifth Avenue. New York 28, New York.

STUDENT SHOULD KNOW CORRECT TEST ANSWERS IMMEDIATELY

Back in 1923 educational workers first proved the importance of immediate scoring of student examination papers. Experiments revealed that students gained in learning ability from immediate knowledge of success and error.

Dr. J. Kenneth Little of Ohio State University conducted additional experiments in 1934. He set up three test groups. The first received their examination scores the day following the test; the second group was scored immediately after completing the test. A third set of students marked their tests with a mechanical computor as they were taking the test. When the learning ability of these groups was analyzed it was found that the unit marked immediately after the examination had absorbed the material far better than the group that waited a day for its scores. But the group that scored its test as they answered them—so achieving immediate cognizance of right and wrong—learned more than the other two.

Science Research Associates of Chicago have been developing the technique of immediate scoring of objective tests with the help of Dr. Maurice E. Troyer and Dr. George W. Angell.



FUNDS OF REORGANIZED DISTRICTS

County and township collectors should report to treasurers of reorganized school districts the amount collected in each component district based upon assessment and levy by such component district.

County and township treasurers in making turnover of funds should submit a statement showing amount of each district, broken down as to various funds.

The board of directors of reorganized district does not have authority to reallocate into the different funds the money received from county and township treasurers and collectors.

DISBURSEMENT OF FUNDS

County and township treasurers have no authority to hold or disburse funds of school districts enlarged or reorganized under the provisions of the County School Reorganization Act.

ELECTION NOTICE

Election for annexation of school district is void where notice of fifteen days required by statute is posted only fourteen days prior to election.

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THE UNIVERSITY OF MISSOURI

1950 SUMMER SESSION

Calendar

June 12-Monday, Registration.

June 13-Tuesday, Classwork begins.

July 4-Tuesday, Independence Day, holiday.

Aug. 4-Friday, Eight Weeks' Summer Session closes, 4:30 p.m. Summer Commencement, 7:30 p.m.

Sept. 1—Friday, Summer Session in Law closes, 4:30 p.m.

The Summer Session

The 1950 Summer Session will be organized in one Eight Week Term except in the School of Law. The program in the School of Law will be organized in a Twelve Week Quarter.

All Schools and Colleges of the University will be in operation for Summer Session students.

College of Arts and Science College of Agriculture School of Business and Public Administration College of Education

College of Engineering Graduate School School of Journalism School of Law School of Medicine Adult Education and Extension Service

The Summer Session provides an excellent opportunity for students to begin or to continue a University Education. The Summer Session Program is university wide in scope. Extensive opportunities for both undergraduate and graduate study in Education will be available for teachers, administrators, and other students specializing in professional education.

For information about the Summer Session, write to the Dean of the School or College in which you are interested or to The Director of The Summer Session, 212 Education Building.

Special information relative to provisions for Veterans may be obtained from: Veterans Service Committee, 1 Lathrop Hall, University of Missouri.

To One and All . . .

Our Sincere Good Wishes for

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AND

A HAPPY AND PROSPEROUS NEW YEAR

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